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ABSTRACT

Reviews of 20 career guidance measures are reprinted from the Association for Measurement and Evaluation in Counseling and Development's "Newsnotes." Each entry includes author, title, publisher, purpose, format, scoring, norms, cost, review, concerns, and additional reviews. These tests cover the areas of occupational interests, career awareness, career exploration, career development, decision making, job seeking skills, and vocational aptitude. The tests include: (1) Crites' Career Maturity Inventory; (2) Community College Motivation Inventory; (3) Planning Career Goals; (4) Self-Directed Search and Form E; (5) Hall Occupational Orientation Inventory, for grades 3-7, grades 8-16 and adults, and low-literature adults; (6) Vocational Interest, Experience and Skill Assessment; (7) Individual Career Exploration, verbal form; (8) Individual Career Exploration, picture form; (9) Career Skills Assessment Program; (10) Career Awareness Inventory, elementary level, grades 4-8; (11) Career Awareness Inventory, advanced level, grades 7-12; (12) Strong-Campbell Interest Inventory; (13) Lunneborg's Vocational Interest Inventory; (14) Occ-U-Sort; (15) Personal Career Development Profile; (16) Harrington-O'Shea Career Decision-Making System; (17) Career Development Inventory, school form and college and university form; (18) Work-Seeking and Work-Getting Skills Survey; (19) Ohio Vocational Interest Survey, second edition; and (20) Differential Aptitude Tests, second edition. (GDC)

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ASSOCIATION FOR MEASUREMENT AND EVALUATION IN COUNSELING AND DEVELOPMENT

ASSOCIATION FOR MEASUREMENT AND EVALUATION IN COUNSELING AND DEVELOPMENT

COMMITTEE TO SCREEN CAREER GUIDANCE INSTRUMENTS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TM 860 513

Preface

The AMEG Committee to Screen Career Guidance Instruments was formed during the leadership of Dr. Anita Mitchell, President of AMEG in 1976. Dr. Barbara Lasser was appointed as the first Chair of the Committee. Under her able leadership, the purpose, procedures, criteria and policies were developed and implemented.

The Committee was formed to meet the need that existed for counselors regarding information about career guidance instruments. With the advent of career education, many career guidance instruments were being developed and published. AMEG perceived the need for a committee to screen career guidance instruments that would assist counselors to know more about various instruments relative to the purpose, norms, validity, reliability, scores, cost, etc. In addition, the committee could provide information to counselors in terms of the instruments; acceptability or unacceptability with regard to the following:

a. use in individual counseling

b. use in group counseling

c. use in group screening

d. use in research

e. use by classroom teachers

The Committee thanks the American College Testing Program (ACT) for providing the support necessary to prepare the camera-ready copy of this document from the AMECD Newsnotes issues in which they were originally published.

Dr. Joseph R. Kandor, Chair
AMEG Committee to Screen Career
Guidance Instruments
March 1986

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AMECD NEWSNOTES
ASSOCIATION FOR MEASUREMENT AND EVALUATION IN COUNSELING AND DEVELOPMENT
A DIVISION OF THE AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT

CAREER MATURITY INVENTORY (1978)

(formerly Vocational Development Inventory)

Author: John O. Crites, Ph.D.

Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
(408) 649-8400

Purpose:
The CMI was developed "to measure the maturity of attitudes and competencies that are critical in realistic career decision making."

Format:
There are two types of measures: Attitude Scale and Competence Scale. The Attitude Scale has two forms. The Screening Form A-2 has 50 true-false items that yields one total score and it can be completed in about 30 minutes. The Counseling Form (B-1) has 75 true-false items that yields a score for each of five variables and it takes about 40 minutes to administer. The five variables related to career decision making include decisiveness, involvement, independence, orientation and compromise.

The Competence Scale consists of 100 items and five parts. The five parts include self appraisal, occupational information, goal selection, planning and problem solving. There are five scores. The scale takes approximately two hours to administer.

Scoring:
The scales can be hand scored or machine scored. The CompuScan Scoring Service Forms are available from the publisher. Five reports are available from this service. These include Career Maturity Profile, Class Record Sheet, Frequency Distibution Reports, Administrator's Summary and Right Response Summary. Raw scores for the scales are converted to percentiles and/or T scores.

Norms:
The CMI is recommended for use with grades 6-12. The publisher states that the inventory may be used above or below the grades "depending on local conditions and procedures followed."

Additional Reviews

Buros, O. K. The Eighth Mental Measurements Yearbook. Pages 1562-1567

Cost:

Specimen Set	$ 5.50 each
Tests	
Attitude Scale (A-2)	16.45 pkg/35
Attitude Scale (B-1)	16.45 pkg/35
Competence Test	27.30 pkg/35
Complete Inventory	38.00 pkg/35
Answer Sheets	
Compuscan	5.00 units/50
IBM 1230	6.50 units/50
Digitek	6.50 units/50
Scoring Stencil	
IBM 1230 Hand Stencil	13.00 set/4
Scoring Services (Min. Order $100.00)	
Complete Inventory	.70/student
Attitude Scale only	.60/student
Competence Test only	.60/student
Class Record Sheet	.10/student
Frequency Dist. (for schl. & dist.)	.15/student
Scoring Services (con't)	
Right Response Summary (for classroom)	.15/student
Right Response Summary (for schl. & dist.)	.25/student
Administrator's Summary	.10/student

REVIEW

Basically, the instrument received an acceptable with qualifications rating from committee. The CMI seems to be best used for broad screening purposes and research. The instrument does not appear to be acceptable for use with individual students regarding career guidance counseling.

CONCERNS

1. Based on the data presented by the author, the CMI is probably not sensitive enough to identify less-than-dramatic changes and/or discrepancies in an individual's career maturity.
2. There is no clear evidence that the instrument discriminates between those who have "career maturity" and those who have not.
3. The instructions to the student do not include adequate sample material. Considering the span of age and reading required for the instrument, examples need to be provided.
4. The reading ability of the student, especially in the Competence Test, may have more of an effect on scores than "career maturity."
5. The author does not present or discuss the limitations of the instrument.
6. When the student selects the "don't know" option in the Competence Test, he/she may be penalized for being honest. A student who guesses correctly may be considered more career-mature than the honest student.
7. Research on the Attitude Scale--Screening Form has been adequate while the Attitude Scale--Counseling Form relies mainly upon the research of the Screening Form. The Competence Test is inadequately researched and appears to be in the developmental stages relative to validity and reliability.

COMMUNITY COLLEGE MOTIVATION INVENTORY (CCMI) (1978)

Author: Harry J. Caughren, Jr.

Publisher: Berkeley Testscor
284 Purdue Ave.
Berkeley, CA 94708
(415) 524-8859

Purpose:
The Community College Motivation Inventory (CCMI) was developed "to have special relevance to the educational and counseling objectives of the community colleges."

Format:
The Inventory consists of six scales. These are as follows:

1. Infrequent Response (IR)
2. Intrinsic Motivation (IM)
3. Self-Enhancement (SE)
4. Person Orientation (PO)
5. Goal Deficiency (GD)
6. Sex Differentiation (SD)

The test includes 200 items which are used to provide scores for the six scales listed above. Briefly, each scale attempts to measure the following:

The Infrequent Response Scale (20 items) - checks on an aspect of test-taking attitudes of respondents to the 200 items in the test booklet.

The Intrinsic Motivation Scale (52 items) - scores differentiate between respondents who are extrinsic--intrinsic in motivation. High scores indicate effective, intellectually predisposed individuals. Individuals with high scores involve themselves in cultural, musical and artistic activities. Low scorers are practical people who are likely to be attracted to and succeed in college majors that are more practical than abstract and theoretical.

The Self-Enhancement Scale (52 items) - scores which are high indicate socialized persons who tend to be achievement oriented and status-conscious. On the other hand, low scorers are characterized by independence, verbal linguistic tendencies, and an appreciation of situations which are not clearly defined or structured.

The Person Orientation Scale (47 items) - assesses motivation toward group association in altruistic or profit-motive contexts. High scores are socially effective, person-directed individuals, while low scorers are inner-directed people.

The Goal-Deficiency Scale (49 items) - high scorers admit to feelings of inadequacy, depression, and anxiety. They have major problems in the area of motivation and goal-setting difficulties. Low scorers reject items which express anxiety and depression. They are usually able to attain goals set for themselves.

The Sex Differentiation Scale (33 items)- high scorers have "nurturant" and esthetic interests--similar to nurses, social workers, etc. Low scorers are likely to have problem-solving or practical occupations in mind.

Scoring:
The Inventory can be hand scored or machine scored. The individual responds to the items with either a "True" or "False." Raw scores for each scale are converted to "T" scores. A profile can be developed for four of the six scales (IM, SE, PO and GD).

Norms:
The author claims the instrument is mainly relevant to educational and counseling objectives of community colleges, but for experimental purposes can be useful for other groups. CCMI norms were developed from two fairly large sex-separate samples for the basic scales. The author states "Acknowledging that the standardization samples are, at present, far from satisfactory (nonexistent for IR and SD), researchers are encouraged to share their test data."

Cost:

Reusable Test Booklets Package of 25	$ 6.00/Pkg.
Answer Sheets Package of 50	5.00/Pkg.
Profile Sheets Package of 50	5.00/Pkg.
Hand-scoring Templates (IM,SE, PO, GD) for CCMI	15.00 Set
Manual for the CCMI	3.00 Each
Specimen Set (including manual & set of templates)	20.00 Each
Reprint of CCMI Research Article	.25 Each
Berkeley Testscor will score tests for	1.00 Each

REVIEW

The instrument is in the developmental stages. There is a need for additional research, as indicated by the author, to further evaluate the validity, reliability and norms of the instrument. At this point, the instrument is recommended for **research purposes.** It is **not** recommended for individual counseling purposes at this time. As stated by the author, the CCMI "is being made available, therefore, to those who are interested in relating the present scales for counseling and research purposes."

CONCERNS

1. The **Research Manual** accompanying the CCMI does not emphasize the limitations clearly and effectively in the introductory section.
2. The **Administering and Scoring** section of the manual is confusing. A subsection entitled "Administering the CCMI" exists but no clear sub-section exists for the "Scoring."

3. The reliability and validity data provided are minimal. It may be sufficient for research purposes but not for individual or group uses. The correlations are generally with other instruments.
4. Norms are, at present, in the developmental stages and non-existent for two scales. No information is given about the standardization sample except that they "were developed from two fairly large sex-separate samples for the basic scales."
5. The **Research Manual** can be revised and edited more carefully so the information is better organized and communicated more effectively.

ADDITIONAL REVIEWS

None available.

PLANNING CAREER GOALS

(PCG - 1975-76

Author: American Institute for Research (AIR) under the direction of Dr. John Flanagan

Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
(408) 649-8400

Purpose:
The PCG was developed to assist guidance and counseling personnel in helping students (grades 8-12) make realistic and long-lasting educational and career plans.

Format:
The PCG involves an interest inventory, career information measures, ability measures and a life/career plans survey in a single testing system. The four subtests are as follows:

1. Interest Inventory - There are three sections--Occupations, Occupational Activities and Current Activities. This includes twelve career groups (engineering, physical sciences, mathematics and architectures; medical and biological sciences; business administration; general teaching and social service; humanities, law and social and behavioral sciences; fine arts and performing arts; technical jobs; proprietors and sales workers; mechanics and industrial trades; construction trades; clerical and office workers; general labor and public and community service). The student expresses his/her interest by rating job titles, job activites or job-related youth activities on a five choice verbal scale (300 items, approx. 35 minutes).
2. Information Measures - This instrument attempts to assess the student's knowledge of various occupations and various types of activities related to an occupation (240 items, approx. 80 minutes).
3. Ability Measures - There are ten separately timed and scored sections--Reading Comprehension (40 items, 25 min.), Mathematics (24 items, 15 min.), Abstract Reasoning (22 items, 15 min.), Creativity (24 items, 20 min.), Mechanical Reasoning (25 items, 15 min.), English (48 items, 15 min.), Quantitative Reasoning (22 items, 15 min.), Vocabulary (60 items, 15 min.), Visualization (25 items, 15 min.), and Computation (76 items, 8 min.). (Total 366 items, 158 min.). This section measures levels of individual development.
4. Life and Career Plans - This inventory measures the importance of certain personal values to the student (15 items, approx. 15 min.).

Scoring:
The CompuScan Scoring Service can be purchased to provide a PCG Career Planning Report for each individual's scores for all four sections. This includes "one integrated, easy-to-use form, and a computer-generated narrative that highlights significant scores. Interest and abilities scores are in profile format for ready comparison with profiles for various careers. The translucent PCG Career Planning Profile presents excerpts from the PCG Career Planning Report and facilitates visual comparison of the examinee's profile with the profiles for over 150 careers in the PCG Career Handbook." A Group Report is also available.

Hand scoring is possible. The entire battery takes about one and one-half hours per student. This provides "basic data for preparing profiles; does not include the necessary clerical work to make 48 comparisons included by the computer on the PCG Career Planning Report." Also, this will not include the Narrative Report preparation.

Norms:
The normative data is based on 1960 Project Talent data and 1975 PCG/Project Talent data. Through a variety of statistical procedures and studies, the norms were developed. The PCG states that the materials used have met the conditions identified by H.E.W. for separate sex norms.

Cost:
Examination Kit - $5.00
Test Books-each package of 25 includes an Examiner's Manual with Answer Key.

Test	Price-Pkg/25
Complete Battery	$49.75
Ability Measures	29.00
Interest Inventory	13.75
Information Measures	16.50

CompuScan Answer Forms	Price-Pgk/50
Answer Booklet, Complete Battery, Machine Scorable (50 consumable) Ability Measures Computation Books & Life & Career Plans Surveys)	28.00
Answer Sheet, Interest Inventory, Machine Scorable (includes Life & Career Plans Survey)	9.50

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Scoring Stencils	Price/each
Ten (10) scoring stencils are available for various tests and levels	$ 2.75
Accessories	
Examiner's Manuals	2.00
Planning Your Career (a student guide)	2.00
Career Handbook	7.95
Counselor's Handbook	2.00
PCG Career Planning Profiles (for hand recording)	.20
Technical Bulletin No. 1	3.00
Scoring Services*	**Price/Student**
Basic Service	
PCG Career Planning Report (2 copies)	
Interest Inventory Only	.60
Complete Battery	1.00
Optional Services**	
PCG Career Planning Profile (1 copy)	.35

*$50.00 minimum
**Basic must be ordered

REVIEW

Generally, the PCG received an acceptable rating from the committee. The PCG seems to be most appropriate when used within a total career guidance program that combines values interest, abilities and occupational knowledge with decision-making and other significant aspects of career planning. Although the PCG is not without weaknesses, it appears to be one of the better batteries available at this time.

CONCERNS

1. The large volume of information generated by the instruments may be overwhelming to the student unless the counselor expends a great deal of time and energy providing assistance to the student during the interpretation process.
2. The reading level for some of the instruments (interest and information) seem to be quite high. Users are cautioned to carefully review this when evaluating the PCG for their students.
3. The total battery can be costly and time consuming to administer, score and interpret. Individual administration, scoring and interpretation of the total battery can consume a considerable amount of counselor and student time. Group administration and interpretation also takes time but the computer scoring service (minimum order of $50.00 is necessary) can reduce the scoring time considerably.
4. As mentioned previously, the PCG should be evaluated in light of a career guidance unit at the secondary school level. Counselors will need to view the use of the PCG in terms of existing guidance programs, testing, curriculum and student development.
5. Counselors should review the Planning Your Career booklet carefully. Some statements included in the booklet may be considered misleading or confusing to students. The following statement illustrates the above--"It is important to remember that it is impossible to tell whether a person can do college work on the basis of Ability Measures obtained in the eighth or ninth grade."

ADDITIONAL REVIEWS

Burns, O.K. The Eighth Mental Measurements Yearbook, pp 1600-1605. (Reviews by Dean Nafzinger and Donald E. Super).

CAREER GUIDANCE COMMITTEE REVIEW

The following is the third in a series of career guidance reviews written by the AMEG Committee to Screen Career Guidance Instruments. The review is designed to be taken from *Newsnotes* for inclusion with your instrument sample file.

Authors wishing to have their career guidance instruments reviewed by the committee should forward the following: four copies of each instrument, administration manual, technical manual, and any other material or information which will assist the committee with the task. Please send to: Dr. Joseph Kandor, Chair, AMEG Committee to Screen Career Guidance Instruments, Department of Counselor Education, SUNY-Brockport, Brockport, NY 14420

COMMITTEE TO SCREEN CAREER GUIDANCE INSTRUMENTS

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VOCATIONAL INTEREST, EXPERIENCE, AND SKILL ASSESSMENT (VIESA) - 1976

Author: American College Testing (ACT)

Publisher: Houghton-Mifflin
Test Department
Box 1970

Purpose:

The VIESA is administered to students in grades 8 through 12 to stimulate career exploration. It is a short form of the *Career Planning Program* (CPP) used for grades 8-11 and ACT Career Planning Program used for grades 12 and 13.

Format:

The *Career Guidebook* and the *Career Log* (the booklet) are used as a self-administering and self-scoring instrument (18 pages in length). There are three parts to the instrument. These include an interest inventory, an experience inventory, and a self-rating of skills. The instrument uses the concepts of PEOPLE, DATA, THINGS and IDEAS and "enables students to relate themselves through the World of Work Map to six job clusters and twenty-five job families spanning the entire world of work. The job clusters are compatible with the typology in Holland's Theory of Careers. Job Family Charts cover 550 occupations employing more than 95% of the U.S. labor force."

The three parts are as follows:

1. Interest Inventory — This includes two detachable pages. This part is self-marking.
2. Experience Inventory — This is two pages of items of work-related activities the student has experienced.
3. Rating Your Skills — The area involves one page of identifying skills involved in the working with *People, Data, Things and Ideas*.

The total instrument is to be completed in approximately 45 minutes.

Scoring:

The instrument is self-scoring. It is intended to provide the student with a programmed text-type format that

gives immediate feedback to the student concerning skills, experiences, and interests. Basically, the student is using the twelve regions under the World of Work Map throughout the instrument.

Norms

The norms "are based on a carefully chosen sub-group of a nationally representative sample of some thirty-two thousand students in two hundred schools selected according to region of the country, size and socio-economic status of community, and size of school. The target population for the norming study was defined as all full-time 8th, 9th and 11th grade students enrolled in public or Catholic schools in the United States in the spring of 1973."

Means and standard deviations are used for the normative data. Also, combined sex norms and items that minimize sex differences are used to create a sex-fair instrument.

Cost:

Examination Kit - $2.85
User's Handbook - $2.55
Career Log and Guidebook (pkg. 35) - $13.80

REVIEW

The committee feels that the VIESA is an acceptable instrument "to stimulate and facilitate self career exploration on the part of students" in grades 8 through 12. Of particular note are the following:

1. The extensive evidence to support uni-sex norms.
2. The use of combined sex norms.
3. The high level of self-scoring reliability and a reading level of 8th grade or less.
4. A compact, useful, and short career instrument that can be used effectively for career exploration.
5. The *User's Handbook* provides teaching materials and ideas to expand the use of the *Career Guidebook* and relate it to the USOE job clusters, local job opportunities, school courses and other occupational information.

CONCERNS

1. The procedures for using the *Career Guidebook* are confusing to the reader, a limitation which may be reduced by the fact that the instrument will almost always be used with the leadership of an experienced professional who can, with some effort, sort out the steps and procedures. A brief overview of the steps and procedures early in the Guidebook might be helpful.
2. The method of using the Guidebook can be confusing and difficult for two reasons. First, the student must go back and forth in the booklet to use the instrument. Second, the student must become familiar with the new concepts of World of Work Map and job clusters, job family, etc.
3. The counselor or test interpreter must become completely familiar with the above-identified concepts. Without a sound understanding and acceptance of these concepts, the interpreter could be misusing the information.
4. A great deal of the VIESA technical information is based upon the Uni-sex ACT Interest Inventory. Most of the reliability and validity data is from the UNIACT IV.

ADDITIONAL REVIEW

Buros, O. K. *The Eighth Mental Measurements Yearbook* pages 1633-1634 (Review by Charles J. Krauskopf)

THE SELF-DIRECTED SEARCH (SDS) - 1977 and FORM E - 1979

Author: John L. Holland, Ph.D.

Publisher: Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Purpose: The author reports two main purposes:

a. to provide a vocational counseling experience for people who do not have access to professional counselors, or who cannot afford their services,

b. to multiply the number of people a counselor can serve.

The author recommends that the SDS can be used from age 15 to adults. In addition, he states that the SDS is designed to be used in individual or group vocational counseling.

Format: The SDS is purported to be a self-administered, self-scored, and self-interpreted instrument. Holland's six personality types are used throughout.

The 1977 edition is a revision of the 1970 edition. The author claims there were 139 changes.

There are 228 items and the author suggests approximately 40 minutes to complete the instrument.

Form E (entitled Form Easy) "was developed for adolescents and adults with limited reading skills." The main changes are as follows:

1. Directions are in fourth grade words.
2. Scoring is simplified through the use of two letter codes.
3. Each occupational title is described in one sentence in the Occupations Finder section.
4. Form E has 203 items compared to 228 in the other form.

The SDS package can include the following: assessment booklet, The Occupations Finder (Form E - The Jobs Finder), Professional Manual (original SDS called Counselor's Guide, 1970) and Understanding Yourself and Your Career booklet.

The assessment booklet contains the following sections (15 pages):

1. Occupational Daydreams
2. Activities (six scales of eleven items)
3. Competencies (six scales of eleven items)

4. Occupations (six scales of fourteen items)
5. Self-Estimates (two sets of six ratings, each rating corresponding to a type)
6. How to Organize Your Answers
7. What Your Summary Code Means
8. Some Next Steps
9. Duplicate Summary Page
10. Some Useful Books
11. Notes

The Occupations Finder (depending on the edition, lists between 450 to 500 occupations). The author states that this covers between 95 or 99 percent of the workers in the United States. The occupations are listed using the code letters (R, I, A, S, E, C) identified from Holland's theory. The three-letter codes under each of the six types includes the occupational title, DOT number and level of general education development and occupational needs.

The 1979 Professional Manual provides the theoretical base, administration and scoring, applications, interpretation and other useful information regarding the SDS. Also, the manual includes an extensive appendix of approximately 40 pages which presents norms, sex fairness information, counselor self-test, etc.

The booklet entitled Understanding Yourself and Your Career describes the six personality types and discusses "Making Career Choices." Also included in the eight-page booklet is a suggested reading list.

Scoring: Although the SDS is self-administered and self-scored, the author recommends that the scoring be supervised and checked.

From the activities, competencies, occupations and self-estimates, the user a total score for the six types. A three letter summary code is developed from the three highest scores. At this point, the user is directed to The Occupations Finder to identify identical occupations with the three-letter code. Also, the user can identify occupations by re-ordering the three highest code letters. For example, the code R I A can be switched to I A R, A I R, etc.

In "Some Next Steps," twelve additional steps are provided for the user. These steps attempt to give the user more information and insight into vocational decision making.

Norms: Although norms are presented from a sample of high school students (boys = 2,384; girls = 2,577) and college students (men = 578; women = 860), the norms are not used in the basic score interpretation. The manual states the following:

> The high-school sample includes students from twelve schools in four states; most of the students are eleventh graders but some are tenth and twelfth graders.... The college sample includes students from ten colleges or universities in nine states, and is composed of assessments of freshmen and juniors.

Cost:

Component	Unit Price
SDS and SDS, Form E Professional Manual 1979 Edition	$ 7.50
SDS Counselor's Guide	1.00
SDS Assessment Booklet (25 per unit)	14.50
SDS Occupations Finder (25 per unit)	5.25
SDS, Form E Assessment Guide (25 per unit)	14.50
SDS, Form E Job Finder (25 per unit)	5.25

Report

The SDS is an instrument that can be used with adolescents and adults as a stimulus for career exploration. Although there are drawbacks or reservations to the self-administration and self-scoring format, the instrument can be a useful tool within a career exploration program. The information the client receives from the SDS can stimulate additional activities and thinking. The use of Holland's six classifications for occupations and personality types provides a simplified approach to the complex world of work. Also of note is the extensive amount of research in the professional literature regarding Holland's theory and the SDS.

Concerns

1. A clear statement regarding the purpose and use of the norms presented is needed. Several pages of tables are provided but little explanation on how the user may appropriately incorporate the norms into counseling, interpretation or research.

2. Although the author presents supporting evidence regarding the self-administering and self-scoring format of the SDS, it is recommended that counselors should supervise clients through the administration, scoring and interpretation. In addition to knowledge of the instrument, the counselor needs a thorough background of Holland's theory.

3. The author, within the Professional Manual, identifies six possible weaknesses (problems) related to the SDS. These weaknesses are worth noting, as well as Holland's responses to the weaknesses (see pages 34-35). These weaknesses are presented in item 39 of the "Counselor Self-Test" as follows:

   a. It appears too simple to some professionals.
   b. Directions fail to stimulate everyone to explore permutations of their code.
   c. Scoring is not perfectly reliable.
   d. Occupational codes are not precise.
   e. Competency tests need more validation.
   f. Fails to help everyone and upsets a few people. (Appendix G, p. 88)

When counselors are exploring the SDS for possible use, the Professional Manual has some sections that provide useful information (especially sections entitled "Some Common Questions," "Counselor Training" and "Practical Applications"). Also, considerable research is available in the professional literature about the SDS.

4. Although the author does present predictive validity evidence in the manual, more extensive studies in this area could improve the overall strength of the instrument. For example, most of the studies utilize college students in the sample.

Additional Reviews

Buros, O.K. The Eighth Mental Measurements Yearbook. (Reviews by John O. Crites, Fred Brown, Richard Seligman, and Robert H. Dolliver and Robert N. Hansen.)

HALL OCCUPATIONAL ORIENTATION INVENTORY (HOOI)-Three Forms

1. Intermediate Form-Grades 3-7, 1976
2. Young Adult/College Form-Grades 8-16 and adults, 1971-76
3. Adult Basic Form - Low-literature adults, 1976

Authors: L.G. Hall, Ph.D. and R.B. Tarrier, Ph.D.
Publisher: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Purpose: The HOOI is a self-administered and self-scored approach "to occupational testing which takes into account today's ever-hanging job market. The HOOI does not attempt to confine the student's attention to narrowly specified work areas. Rather, it emphasizes the many possibilities for the student's future and encourages the broadening of the student's perceptions of potentials and priorities."

Format: The HOOI "is based on a personality-need theory inspired by Abraham Maslow and adapted by Anna Roe to occupational choice. These psychological needs are correlated to worker traits and job characteristics identified by the U.S. Department of Labor."

There are 22 scales of 10 items each which include the following:

Creativity, Independence	Things Orientation
Risk	People Orientation
Information and Knowledge	Location Concern
Belongingness	Aptitude Concern
Security	Monetary Concern
Aspiration	Physical Abilities Concern
Esteem	Environmental Concern
Self-Actualization	Co-worker Concern
Personal Satisfaction	Qualifications Concern
Routine-Dependence	Time Concern
Data Orientation	Defensiveness

Scoring: The specially designed Response Sheet and the Interpretive Folder (for each form), were developed to aid the student to score and interpret his or her response patterns. The student marks the Response Sheet for each of the 220 items in terms of these five choices:

M - Most Desirable
D - Desirable
N - Not Important
U - Undesirable
V - Very Undesirable

After the student completes all items, the Response Sheet is opened and scored according to the 22 scales identified above.

These scores are explained through a profile and descriptions in the Interpretive Folder. Scores on the profile are designated low, average, or high.

Norms: None are provided as typically presented with traditional standardized instruments.

Cost:

Specimen Set* (with manual)	$ 7.75 each
(with manual)	4.00 each
Inventory Booklet* (pkg. of 20)	14.00/pkg.
Interpretive Folder* (pkg. of 20)	8.00/pkg.
Response Sheet* (pkg. of 20)	8.00/pkg.
(*for each level)	
Hall Career Education Reader	3.50 each
Counselor's Manual, 3rd Edition	5.00 each
Videotape Training Film	160.00
STS Scoring Service	1.00/pupil

Report

Although HOOI is primarily designed as an instructional instrument, it is presented in a typical measurement

format without the technical data or evidence to support its claims. Furthermore, evidence is not presented to verify the instructional purpose of the inventory. For this reason, the instrument is rated questionable for use in individual or group counseling. Counselors who choose to use the instrument should be cautious in the interpretation of the profiles of their clients. It is possible that counselors may wish to use the instrument for local research purposes or to stimulate client self/occupational awareness. The HOOI needs to present more evidence to indicate that the instructional purpose is valid.

The authors are to be commended for developing an inventory that attempts to provide a humanistic perspective to career exploration. Therefore, the inventory is unlike other conventional career guidance instruments and may, with further study, have the potential to provide another alternative to career guidance instruments. Also, the format is attractive and the material is easily read by clients.

Concerns

1. The presentation of data regarding the validity/reliability is nonexistent or scanty. For example, reliability coefficients are presented without explanation of the type.

2. Normative information is not acceptable psychometrically. The authors do not clearly indicate how the low, average or high scores were derived or how the scores between scales compare.

3. Bias and stereotyping are not addressed clearly in the technical information.

AMEG: CSCGI No. 7

INDIVIDUAL CAREER EXPLORATION (ICE)

Verbal Form — 1976

by Anna Miller-Tiedeman, Ph.D. in consultation with Anna Roe, Ph.D., (also available in Picture Form)

Publisher:

Scholastic Testing Service, Inc.
Bensenville, Illinois 60106

Purpose:

The author states that "The ICE inventory is designed to help students focus on future occupations in relation to their current interests, experiences, abilities, and ambitions. After completing the inventory, students will have narrowed their occupational choices down to two occupational groups and two decision levels. They are then ready for further investigation of specific occupations within these categories" (*Manual of Directions,* p. 2). It is intended for use with grades 8 through 12.

Format:

The ICE - inventory can be used with individuals or groups. It requires approximately two hours for the total instrument to be administered. The total instrument can be administered at one sitting or it can be administered in one or two sections at a time.

The student will receive a *Student Inventory Booklet, Classification of Occupations by Group and Level* booklet and three or more copies of the *Job Information Checklist.* The author also recommends that one or more sources of occupational information be available.

The *Student Inventory Booklet* contains five sections (Interests, Experience, Occupations, Skills and Abilities, and Decision Level), a Values page, and a Record Sheet.

The inventory is a self-administered and self-scored instrument that utilizes the Roe theory of occupations which divides into eight groups (service, business contact, organization, technology, outdoor, science, general culture and arts and entertainment) and six decision levels (1. professional and managerial, independent decision; 2. professional managerial, some decisions within given restraints; 3. semi-professional and small business; 4. skilled labor, trained; 5. semi-skilled labor, trained on the job in certain areas; and 6. unskilled labor, without specific skills).

The students record their responses to the inventory on the Record Sheet. After completing the entire inventory, the "students will know the two Roe occupational groups and decision levels that seem to best suit their interests and abilities." Also, the section on values will help the students "focus on the values that are important to them as they think about the specific jobs."

After these areas have been identified, the students are to use "the *Classification of Occupations by Group and Level* to identify specific occupations in their groups that interest them most."

Scoring:

This self-administered and self-scored inventory asks the students to rate/rank various items to identify their highest areas in terms of Interests, Occupations, Experiences, Skills and Abilities and Occupations group. Also, the students are to identify their Decision Level and first and second choice regarding Values. Also, the *Job Information Checklist* is completed by the students so they may examine their occupational choices through twenty-two items.

Norms:

Norms are not provided.

Cost:

Complete "Starter Set" (Pkg. of 20 Inventory Booklets, 20 Classification of Occupations by Group and Level, 60 Job Information Checklists,/Manual of Directions,/Technical Supplement.)	$26.00

Specimen Set	$2.00
Manual of Directions	$1.10 each
Classification of Occupations by Group and Level	$7.50 pkg. of 20
Job Trends 1960-1970	$5.50 pkg. of 20
Job Information Checklists	$8.80 pkg. of 60
Inventory Booklet	$7.50 pkg. of 20

REPORT

The ICE appears to have the potential to be useful for career exploration. The format is easy to follow and attractive in design. However, the lack of any technical information or research evidence regarding the validity, reliability, norms, scoring or items suggests that the instrument should be used for research purposes or as an informal stimulus with students at the beginning career exploration stage. Counselors who use this inventory should caution students about the interpretation of the results they receive. Also, the counselor should supervise students carefully when using the inventory because of the self-administering and self-scoring format.

CONCERNS

1. As mentioined previously, the instrument does *not* present adequate technical and research data to support the claims made by the author.
2. Counselors who do use this instrument should have a working knowledge of Roe's theory of occupations and decision levels.
3. No explanation is provided regarding the relationship between this form of the ICE and the ICE picture form.
4. The use of the ACT results and the ICE results at the end of the Record Sheet is very questionable and possibly confusing.

ADDITIONAL REVIEWS

Buros, O. K. *The Eighth Mental Measurements Yearbook*, page 1005 (Review by Richard S. Melton).

AMEG: CSCGI No. 8

INDIVIDUAL CAREER EXPLORATION (ICE)

Picture Form — 1977 (Also available in Verbal Form)

Publisher:

Scholastic Testing Service, Inc.
Bensenville, Illinois

Purpose:

The ICE — Picture Form is to be used with grades three through seven (also special education classes) to help students gain an awareness of the "world of work as reflected in the *Roe Occupational Classification System.*" The author states the following regarding the results the students receive:

1. *Students will have a better understanding of career, that is more than a job;*
2. *Students will have a better understanding of stereotyping which can influence job choices;*
3. *Students will become aware that the world of work can be divided into eight occupational groups and therefore understandable;*
4. *Students begin to think about themselves in regard to: 1) activities they like; 2) activities they have done or pretended to do; 3) places they would like to work; 4) tools they might want to use; 5) jobs they might like to work; and 6) occupations that sound interesting to them;*
5. *Students will have a record of their present interests to compare with their interests as they mature; and*
6. *Students will get immediate feedback about themselves in relationship to the eight occupational group.*
   (Manual of Directions, p. 1)

Format:

The ICE - Picture Form is a self-administering and self-scoring inventory that can be used with individuals or groups. It can be administered in one sitting or several. Usually it takes less than two hours to complete.

This ICE form has six sections, which include an *Introduction* to the suceeding five, *Things You Might Like To Do, Places You Would Like To Work, Things You Have Pretended Doing* or *Things You Have Done,* and *Tools You Would Like To Use.*

With each administration, the following materials are needed:

ICE Picture Form Booklet (for each student and teacher)

ICE Picture Form Manual (for each teacher)

Student Record Sheet (for each student)

Job Trends, 1960-1970 booklet (one for each student and teacher)

The teacher/counselor should "read through the entire test with the students, helping them with unfamiliar vocabulary and with filling out the Student Record Sheet. However, older students may take the entire Inventory on their own if necessary."

The ICE - Picture Form Record Sheet is used by the students to record their results for the five sections identified above and the eight groups of occupations identified by Roe. A total score is identified across all five sections for each of the eight groups. From these eight group totals, the students can identify and record their first and second highest groups. Once these have been determined, the students can use the Classification of Occupations Manual to identify jobs that are listed under their highest choices. Also, the students can use the "Job Trends 1960-1970" booklet to see future trends for their highest choices.

Scoring:

The students are asked to respond "Yes" or "No" to the pictures presented for each of the eight occupational groups in the last five sections of the inventory. After all of the inventory items are completed, the "Yes" items are recorded on the Record

Sheet. The students total the number of "Yes" items for each group across all five sections and eight groups to their two highest group totals. The names of the two highest groups are recorded on the bottom of the Record Sheet.

Norms:

Norms are not provided.

Cost:

Complete "Starter Set" (Pkg. of 20 inventory Booklets, 20 Job Trends 1960-1970 Booklets, 20 Record Sheets, 1 Manual of Directions, 1 Technical Supplement.)	$26.00
Specimen Set	$2.00
Manual of Directions	$1.10 each
Classification of Occupations by Group and Level	$7.50 pkg. of 20
Job Trends 1960-1970	$5.50 pkg. of 20
Record Sheets	$5.50 pkg. of 20
Inventory Booklet	$7.50 pkg. of 20

REPORT

As was presented in the Verbal ICE Report, the ICE - Picture Form appears to have the potential for young students to begin career awareness activities. The package of material used is both readable and attractive. Evidence regarding the author's claims is not presented. The lack of technical data regarding validity, reliability, norms, scoring or item construction limits the use of this instrument. Counselors may select this inventory for local research purposes or for student stimulation in the area of career awareness but they must caution students on the use of the results. This instrument must be administered and scored under the careful supervision of the counselor.

CONCERNS

1. There is a lack of data to support the author's claims.
2. The suggestion that teachers use the inventory may cause problems if the teachers are not aware of the theory of Roe regarding occupations or decision levels. Also, counselors need this knowledge.
3. No information is presented regarding the strength of the responses made by students.
4. Although the inventory does try to address sex-stereotyping, there is a question regarding the information the elementary students must supply relative to jobs yesterday and today. This may require some counselor/teacher instruction.
5. Although the "Using the Results" section of the *Manual of Directions* suggests the use of the *Classification of Occupations Manual*, the "Materials" section for "Administering the Inventory" is not listed.
6. The counselor/teacher should emphasize the use of the job identification for awareness and exploration not for selection. Particular mention should be made of this point to younger students.

AMEG: CSCGI No. 9

CAREER SKILLS ASSESSMENT PROGRAM (CSAP) — 1977-78

Author:

College Entrance Examination Board

Publisher:

"Career Skills Assessment Program"
of The College Board
888 Seventh Avenue
New York, New York 10019

Purpose:

The *Handbook* identifies the purpose of the CSAP as the following:

> "The Career Skills Assessment Program is a multiple use evaluation and assessment program designed to measure proficiency in skills theoretically considered useful for achieving a personally satisfying career." (p. 6)

In addition, it states that:

> "The program focuses on concepts and skills that are common to most developmental guidance programs nationwide, regardless of instructional materials and methodologies, and provides a set of tools for fostering individual self-guidance, assessing the current development of groups of students, and improving career development programs. Underlying the entire program is the theoretical assumption that career skills are not merely the result of experience and maturity but can be developed through instruction." (p. 6)

It may be used with secondary school students and adults.

Format:

The CSAP utilizes six interrelated sets of materials that involve the following content areas:

Self-Evaluation and Development Skills (60 items)
Career Awareness Skills (60 items)
Career Decision-Making Skills (60 items)
Employment-Seeking Skills (70 items)
Work Effectiveness Skills (60 items)
Personal Economics Skills (60 items)

Each of the above stated self-assessment areas contains the following color-coded components: Exercise Booklet, Self-Scorable and Machine-Scorable Response Sheet and Self-Instructional Guide. Additional materials and services available include:

1. Administering the Career Skills Assessment Program: Instructions for Using CSAP Measures
2. Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use
3. Sound Filmstrip Kit
4. Scoring and Summary Reports

The six content areas are defined as follows:

Self-Evaluation and Development Skills - "This measure examines concepts and terms used to describe personal characteristics such as abilities, interests, values, and aptitutdes."

Career Awareness Skills - "This module focuses pri-marily on acquiring and applying career information."

Career Decision-Making Skills - "This set of materials encourages idividuals to approach career decision-making as a series of steps that can be taken one at a time . . ."

Employment-Seeking Skills - "The materials in this area concentrate on knowing how to locate, form, and obtain a job."

Work Effectiveness Skills - "This are explores knowledge and skills considered necessary to hold a job, secure a promotion, or change jobs."

Personal Economic Skills - "This module assesses practical skills and information considered necessary to manage personal finances competently and to function effectively as a consumer."
(From the *Handbook*, p. 7)

This program is primarily self-administering. The twenty-minute filmstrip can be used to introduce students to the program. Although the instrument is not timed, each section can be completed in less than one hour.

The following represents five steps on how the CSAP works:

Step 1: Individuals use exercise booklet.

Step 2: Answers are marked on a three-ply self-scorable/machine-scorable response sheet. Individuals separate forms, giving the top sheet to counselor or teacher for possible machine scoring and retaining second and third sheets.

Step 3: Individuals read self-scoring instructions and tally their own scores.

Step 4: Guides are distributed, and individuals are encouraged to read appropriate item explanations at the back.

Step 5: They are then encouraged to read the entire guide and urged to pay special attention to the skills they may wish to improve.

Motivation is derived from self-measurement, immediate feedback, and the direct relevance of the material being covered. Counselors and teachers may then intervene to help guide individuals to appropriate local resources.

(The above is taken from the pamphlet describing the CSAP)

Scoring:

Each of the six self-assessment areas has a color-coded response sheet to be used with the reusable booklets. The response sheet is a special three-ply form. As the student responds to the multiple choice items, he/she records the response on the top sheet that is used for computer scoring and/or by the counselor or teacher. The next sheet can be used by the student to tally his/her scores. The third sheet is used by the student to compare his/her own responses with the preferred responses.

Norms:

No national norms are provided for the CSAP. The publisher presented a rationale for the use of local norms for the more effective use of the CSAP. They state that "Local normative data are useful for institutional purposes such as studying the performance of groups of students, planning curriculum and instructional programs, and grouping the progress of individual students" (*Handbook*, 29).

Particular emphasis is placed on the construction and use of local norms.

REPORT

The CSAP has the potential to become a valuable instrument in the career guidance area with regards to individuals and institutional program development and evaluation. The unique features (self-instructional guide, preferred responses, comprehensive handbook, local content validity construction, etc.) contribute to what appears to be an innovative and possibly effective approach to the career guidance instrument area of career education. Further research, study and evaluation will need to be completed so that many claims of the authors can be supported. The publisher is to be commended for this attempt at providing another alternative to career guidance instrumentation.

The six test booklets are very attractive in typography, layout and skillful use of color.

A more extensive review of this instrument is listed at the end of this report in. The review and response to this review are listed in *MEC Journal*, July, 1980.

CONCERNS

1. The main concern is related to the reading level of the instrument. The reading level could be more appropriate for college level students, but not with *all* high school level students.
2. The length of the test can reach six hours. This can be a disadvantage to schools that can not afford this much time for "testing."
3. The "Implementing the Career Skills Assessment Program" handbook is very technical and esoteric for many teachers who may use this in a classroom setting. The teacher, counselor or administrator without some knowledge and skill in the area of testing will have difficulty understanding many of the materials presented.
4. The unequal number of items and the use of raw scores in the skill area may cause interpretation difficulties for students.
5. There is a need for more data regarding validity and reliability. Since the publisher claims that the instrument is in the "experimental" stage, it is possible that more evidence of validity and reliability will be forthcoming.
6. Although the publisher provides a strong argument for local norms, the development of national norms would be helpful. If local norms are *not* developed by the institutions, there may be a void in the interpretation of the results.

ADDITIONAL REVIEW

Westbrook, B.W. and Rogers, B. "Test Reviews - Career Skills Assessment Program, 1977-78." *Measurement and Evaluation in Guidance*. Vol. 13, No. 2, July 1980, p. 107-115.

AMEG: CSCGI No. 10

CAREER AWARENESS INVENTORY (CAI)

Elementary Level - 1974 - (Grades 4-8)

Author:

LaVerna M. Fadale

Publisher:

Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

Purpose:

The CAI - Elementary Level is designed to help "students assess how much they know about careers and their own career choices."

The author states that "The instrument is intended as a tool for classroom teachers and other educators interested in assessing the career awareness element as demonstrated by their students."

Format:

The CAI was developed by using J.E. Taylor's model of "translating career education into workable curricula." The two dimensions of the model include the "functions and contents of occupations in twelve broad institutional areas. The other dimension deals with seven status or socio-economic levels of occupations into which are incorporated the variables of choice such as job requirements, mobility, life-style and experiences."

The instrument has seven parts that include:

1—identification of occupations
2—occupations requiring college
3—personal knowledge of workers
4—occupation and product selection
5—status of occupations
6—occupational clusters
7—occupations and worker activities

The instrument requires between 60 - 90 minutes to complete. In addition to the booklet, the student will need an answer sheet and a couple of No. 2 pencils with eraser. The student records all of his/her responses on the answer sheet which can be machine-scored or hand-scored. There are 131 items. Items are multiple or dichotomous choice and use pictures and/or verbal statements for item stimuli.

The Teacher's Manual includes administration plans, directions for administration, scoring and reporting information, inventory development, theoretical rationale for career awareness, career education curricula at the elementary level, facts and findings and selected references.

Scoring:

As mentioned before, the answer sheets are scored by hand or machines. The author states that "The Inventory scores indicate knowledge about and familiarity with careers."

All parts, excluding part 3, are scored for a total of right responses. The highest possible score for the six parts is 125. Part 3 is scored for total "familiarity" responses. Also, stanines are provided for the total raw score on the six parts. In addition, the author suggests that the individual parts of the inventory may be used to identify specific strengths and weaknesses of individuals and groups and to plan career education programs based on the results of individuals or groups.

Norms:

Basic norm data is based on the results of administering the inventory to 120 sixth grade pupils enrolled in a central school district in upstate New York.

Cost:

CAI Specimen Set	$1.50 each
CAI Materials (Pkg. 20 reusable booklets,/manual,/ scoring and reporting booklet)	16.50/pkg.
CAI Answer Sheets (50 per pkg.)	10.00/pkg.
Teacher's Manual	1.50 each
Scoring and Reporting Booklet	.75 each
Scor-Vue (for hand-scoring)	.60 each
Scoring Service* (3 alphabetical lists with raw scores and stanines, Group Summary)	1.00/pupil

*Minimum STS scoring service charge per incoming shipment is $17.50.

REPORT

Career awareness is a difficult concept to measure as are many of the concepts identified under career development and education. This instrument appears to be an interesting and sincere developmental effort in defining and measuring the concept, but the inventory does not satisfactorily operationalize to concept. The technical information presented does not support the claims of the author. The instrument could be used by counselors for local research, but cannot be recommended for general use with students.

CONCERNS

1. The seven categories (parts) identified by the author are not explained thoroughly relative to the career awareness concept.
2. There are no limitations identified and stated by the author.

3. The reliability and validity data presented are not impressive. The information does not promote confidence in the use of the results.
4. No information is presented that indicates the instrument discriminates between those who have attained career awareness and those who have not.
5. The normative information provided is questionable. The sample is small (N=120) and limited to a sixth grade in central New York.
6. The use of this instrument with individual students is discouraged because the author seems to be looking at the inventory results and item results for evaluation of groups of students.
7. The items in the instrument appear to foster stereotyping and sex bias. Only white males and females are illustrated and the doctor, lawyer and judge are male. The nurse, secretary and teacher are females.
8. The language and reading level of the inventory appear to be difficult for the fourth or fifth grade students and below average students in the sixth or seventh grades.

ADDITIONAL REVIEWS

Buros, O.K. **The Eight Mental Measurements Yearbook,** pages 1550-1553. (Reviews by Nancy S. Cole and Mary Lee Smith)

Sink, Carolyn. **Measurement and Evaluation in Guidance,** Vol. 13, No. 2, July 1980 (pages 120-122).

AMEG: CSCGI No. 11

CAREER AWARENESS INVENTORY (CAI)

Advanced Level - 1979 (Grades 7-12)

Author:

LaVerna M. Fadale

Publisher:

Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

Purpose:

The CAI - Advanced Level "is a tool to determine career awareness, intended for use by classroom teachers and other educators interested in assessing career awareness. The inventory is designed to address the following factors: Occupational role models, training requirements, working conditions, tasks, and income levels of occupations; societal functions of workers; occupational clusters and characteristics, and personal assessment of career knowledge." (Manual of Directions, p. 2)

Format:

The CAI Advanced Level is an attractive instrument with clear directions for administration and scoring. This level contains seven parts to it as the CAI Beginning Level. The author suggests that the inventory can be completed in less than one hour. There are 133 multiple choice items that include verbal and pictorial items. Pictorial items only appear in Part 4. Students mark their answers on a NCS scoring sheet that can be hand or machine scored.

The manual, nine pages in length, includes the following:

Introduction
Planning the Test Administration
Specific Directions for Administration
Answer Key

Scoring:

As mentioned previously, the inventory can be hand or machine scored. The author states that "The scores indicate knowledge, awareness, and familiarity of careers. Parts 1, 3, 4, 5, and 6 are scored in terms of correct answers. Parts 2 and 7 are scored in terms of familiarity and personal assessment respectively." (Manual of Directions, p. 9)

Norms:

None provided.

Cost:

CAI Specimen Set	$1.50 each
CAI Materials (Pkg. 20 reuseable booklets,/manual,/ scoring and reporting booklet)	16.50/pkg.
CAI Answer Sheets (50 per pkg)	10.00/pkg
Manual of Directions	1.50 each
Score-Vue (for hand-scoring)	.60 each
Scoring Service* (3 alphabetical lists with raw scores and stanines, Group Summary)	1.00/pupil

*Minimum STS scoring service charge per incoming shipment is $17.50.

REPORT

The CAI - Advanced Level does not provide any technical data regarding validity, reliability, item construction or norms. This instrument suffers from all of the limitations identified in the CAI - Beginning Level, plus a few of its own. The instrument should not be used by counselors for individual or group counseling. Under careful supervision and planning, a counselor may wish to use the inventory for research purposes.

CONCERNS

1. The manual presents little or no information regarding the theoretical base of the instrument's development. A brief mention is made of the concept of career awareness in relationship to career education.

2. There is no information provided regarding validity and reliability.
3. There are no norms provided for interpreting parts or all of the results. Even the results provided from the machine scoring are cumbersome and difficult to understand. No information is provided regarding the omitted answers of students. Also, answer sheets are not returned to the counselor for further exploration or assessment of students' responses.
4. No clear interpretive information of the results is provided. Nor is there a clear explanation of how the counselor, teacher or student may use the results.
5. Just as the beginning level has problems regarding stereotyping and sex bias, the advanced level is faulty. All of the illustrations in Part 4 are of white persons.
6. Even though the author suggests the instrument can be administered by the counselor (teacher) reading the directions, the language level seems high for the lower grade levels recommended by the author.

AMEG: CSCGI No. 12

Strong-Campbell Interest Inventory - 3rd Edition (1981) merged from the Strong Vocational Interest Blank (SVIB-SCII) Form T325.

Authors: Edward K. Strong, Jr. and David P. Campbell

Publisher: Stanford University Press
Stanford, California 94305

Purpose: The SVIB-SCII, Form T325 is a revision of the 1974 edition. The publisher states that the instrument "is used chiefly as an aid in making curricular or occupational choices and in planning career options" (**Manual,** 1981, p. v.). Also, it states that "the SCII compares a person's interests with the interests of people happily employed in a wide variety of occupations" (Specimen Brochure, 1981). The publisher further indicates that "The SCII is used with anyone in need of career guidance—students, applicants for training of employment, employees contemplating reassignment, people re-examining their life plans. It is used, usually through the agency of psychological testing services, by schools and universities, by industry, by private institutions and government agencies, and by military" (**Specimen Brochure, 1981).**

The authors state that the inventory may be used by anyone with the appropriate vocabulary necessary to understand the items. They further suggest that the booklet reads at about the sixth-grade level.

Although the authors indicate that the inventory can be used with eighth-grade students, they caution test users about the transitory nature of this age group's interests. The major use of the Strong has been with seventeen and eighteen year-olds. It is further stated that "Because most of the history and research on this inventory has been based on subjects 17 years old or older, this is the most appropriate age range for routine use" (**Manual,** 1981, p. 20).

Format: The SCII is made up of 325 items, to most of which the individual responds on the answer sheet by "Like," "Indifferent," or "Dislike." There are a total of seven sections to the inventory. These include: I. Occupations (131 items), II. School Subjects (36 items), III. Activities (51 items), IV. Amusements (39 items), V. Types of People (24 items), VI. Preference Between Two Activities (30 items), and VII. Your Characteristics (14 items).

The individual's responses to the above are scored by a computer and a computer "profile" is developed on a pre-printed form. The profile form may vary depending upon the scoring agency used, but basically all of the agencies provide information on the following scales:

1. General Occupational Themes—This scale is based on Holland's six basic patterns of occupational interest.
2. Basic Interest Scales—Twenty-three (23) Basic interest Scales are grouped into the six categories identified in the General Occupational Themes.
3. Occupational Scales—One hundred and sixty-two (162) scales are assembled into the six occupational themes.
4. Administrative Indexes—This area indicates "clerical checks performed by computer on each answer sheet to make certain that nothing has gone awry during the administration, completion or processing of the answer sheet" (**Manual,** 1981, p. 89)
5. Special Scales—This area provides information regarding Academic Comfort (AC) and Introversion-Extroversion (IE).

The instrument takes between 20 and 30 minutes to complete.

Scoring: After the student responds to the 325 items on a specially designed answer sheet, the tests are sent to one of several scoring agencies, licensed by the publisher. Through the use of a computer, two copies of the student's score profile are generated for the student's and institution's use. One side of the form provides the student's results based on the previously mentioned scales. The opposite side is different for the student's copy and the

counselor's (institution's) copy. The counselor's copy is more technical in nature.

The scoring service is different for each agency. This includes turn-around-time, mailing time, cost and printout details. Users are urged to contact the various scoring agencies for more detailed information.

Norms: **General Occupational Themes** — Norms for this scale were developed on the basis of 600 persons, 300 males and 300 females. The mean age for the sample was 34.3 years and the mean level of education was two years beyond high school. The authors state that "Because men and women have different distributions on these scales, interpretation should usually be pursued separately for the two sexes" (**Manual**, 1981, p. 31). They further state that—"an individual's score may be compared to the combined male and female distribution by using the printed scores, or to the distribution of scores for the respondent's sex by using the interpretive comments and bars" (**Manual,** 1981, p. 31).

Basic Interest Scales — These scales were normed against the General Reference Sample indicated in the General Occupational Themes. The individual's score can be compared to the male, female, or combined distributions.

Occupational Scales — The norms for these scales received the most extensive attention in the revision. In developing these norms, 107,807 people were tested to obtain a norm sample of 40,197 for the 162 occupations. The authors claim that this sample represents the "experienced, satisfied, capably functioning and typically engaged workers of the occupation." Five criteria were used to eliminate individuals from the original sample. These are identified in the **Manual** (1981) on page vi.

Most of the samples were collected after 1972.

The 162 occupational scales represent 85 occupations. "All but eight of 162 scales are in matched pairs: for each of 77 occupations, there is a scale based on a male-normed criteria sample and a scale based on a female-normed sample; this more than doubles the analogous number of matched pairs (37 occupations) on the 1974 SCII" (**Manual,** 1981, p. 45). In addition, four occupational scales (dental assistant, dental hygienist, home economics teacher and secretary) are normed for females only. Also, four of these scales are normed for males only (agribusiness manager, investment fund manager, skilled crafts and vocational agriculture teacher).

Of particular note is the effort made by the authors to address the sex bias charges related to the 1974 edition and to conform to the NIE criteria (See Appendix A of the **Manual,** 1981, p. 119-122).

Academic Comfort Scale — the name of this scale was changed from the 1974 edition, but the scale was not renamed. Samples of Ph.D.'s were used to norm this scale. "For the men, the criterion sample of college professors (N = 421) was used; for the women, the criterion samples of psychologists (N = 275) and mathematicians (N = 119) were used.

Cost: Since there are a variety of agencies licensed to distribute the SCII, the following information from Consulting Psychologists Press, Inc.* is used to illustrate costs.

Specimen Pre-Paid Scoring Packet (contains a 16 page brochure describing the SCII, the test questions, plus an answer sheet with prepaid scoring to be filled out and returned for scoring: $3.75

SCII Manual (1981): $9.50

***1982 Catalog.** Consulting Psychologists Press, Inc.

Reusable Test Booklets: Pkg. of 10—$3.00; 5 to 9 pkgs—$2.75/pkg; 10 or more pkgs—$2.50/pkg.

Spanish SCII Test Booklets: Pkg. of 10—$3.00

Scoring Service

Prepaid answer sheets will be accepted and scored singly or in any quantity; Pkg. of 10—$30.00; 5 to 9 pkgs—$25.00/pkg; 10 or more pkgs.—$22.50/pkg.

Answer sheets may be purchased without prepayment feature, as follows: Pkg. of 100—$15.00; 5 or more pkgs.—$13.50/pkg. Answer sheets will be scored at rates determined by the number shipped, as follows: 5 or fewer—$3.25 ea; 6 to 24—$2.75 ea; 25 or more—$2.50 ea. Check must accompany sheets. Billing is only to established customers on minimum monthly volume of 25 tests.

Scoring Agencies:

The following scoring agencies have been licensed to service the SVIB-SCII:

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
(415) 857-1444

Evaluation Services, Inc.
4734 McKinley Drive
Boulder, Colorado 80303
(303) 453-3589

Mincomp Corporation
5680 S. Syracuse Circle
Greenwood Plaza
Englewood, Colorado 80111
(800) 525-7485

National Computer Systems, Inc.
Interpretive Scoring System
P.O. Box 1416
Minneapolis, Minnesota 55440
(800) 328-6116

Roche Psychometic Service
Nutley, New Jersey 07110
(201) 235-3846

Institute of Psychological Research, Inc.
34 Fleury Street West
Montreal, Quebec H3L 1S9, Canada
(514) 382-3000 (Canada only)

Psi Can Consulting Ltd.
8910 117 Street
Edmonton, Alberta G6G 1R7, Canada
(403) 433-0037 (Canada only)

Distributors:

Distributors from whom SVIB-SCII materials may be ordered include:

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
(417) 857-1444

Mincomp Corporation
5680 S. Syracuse Circle
Greenwood Plaza
Englewood, Colorado 80111
(800) 525-7485

National Computer Systems, Inc.
Interpretive Scoring Systems
P.O. Box 1416
Minneapolis, Minnesota 55440
(800) 328-6116

The Psychological Corporation
757 Third Avenue
New York, New York 10017
(212) 888-3353

Guidance Centre
University of Toronto
1000 Yonge Street
Toronto, Ontario M4W 2K8, Canada
(416) 978-3206

Institute of Psychological Research, Inc.
34 Fleury Street West
Montreal, Quebec H3L 1S9, Canada
(514) 382-3000 (Canada only)

Psi Can Consulting Ltd.
8910 117 Street
Edmonton, Alberta G6G 1R7, Canada
(403) 433-0037 (Canada only)

Report:

The revised SCII and its **Manual** are both outstanding. This instrument continues to change and develop to meet the needs of our changing society and measurement practices. The revisions have enhanced the quality of this instrument, particularly in the area of the occupational scales and the norms. This revision does act upon the earlier criticisms regarding sex bias. The instrument can be used in individual counseling, group counseling and research. But, the instrument must be interpreted by a well trained counselor with a strong background in career development and testing.

Concerns:

1. The complex nature of this instrument should **not** intimidate the counselor or client into believing that expressed choices are inferior or less useful than the information generated by this type of instrument. Counselors must guard against creating a myth about the predictive validity of this type of sophisticated psychometric instrument. Because the instrument provides a great deal of information for the client through a computer scoring method, the client may feel the data is of greater significance or importance than is necessary or appropriate.

2. Virtually nothing is said in the **Manual** about the new Spanish version of the SCII. Although there are some general statements earlier in the **Manual** about the fact that research indicates that career interest patterns are similar throughout Western Civilization. There is no information about the kind of Spanish used nor about any kind of validation that was done on this version of the instrument. The authors are to be praised for attempting a Spanish translation, but must now do their homework by supplemeting the **Manual** to explain what they have done, and by doing some research on how valid this version is.

Additional Reviews:

SCII (1981)
Borgen, Fred H. and Bernard, Carole B. **Measurement and Evaluation in Guidance,** 1982, Vol. 14, No. 4, 208-212.

SCII (1974)
Buros, O.K. **The Eighth Mental Measurements Yearbook,** Lincoln, Nebraska: University of Nebraska Press, 1978, 1621-1631.

AMEG: CSCGI No. 13
Vocational Interest Inventory (VII), 1981

Authors: Patricia W. Lunneborg, Ph.D.

Publisher: Western Psychological Services (WPS)
Publishers and Distributors
12031 Wilshire Boulevard
Los Angeles, California 90025

Purpose: The VII's purpose is "to measure the relative strength of a person's interest" based on Roe's eight occupational areas. The author states that "The VII advises young people facing educational and occupational decisions how to understand their vocational interests and to find educational programs and job titles connected with their strongest interests. In fact, the focus is on preferred activities, it can be used to guide leisure activities as well." (**Manual,** 1981, p. 1)

The author futher states "The inventory was designed to be self-administering, usually taking high school students no longer than 25 minutes to complete." (**Manual,** 1981, p. 11)

The VII is intended to be most useful to "students whose interests have not crystallized, students often called undifferentiated by psychologists." (**Manual,** 1981, p. 1)

Format: The instrument uses a forced-choice format that asks students to respond to 112 items. In the first section, Occupations, the student is asked to select the occupation that "most interests you" from 56 pairs. The next section, Activities, provides 56 pairs of activities to which the student indicates the activity that is "more true for you." Every alternative is related to a different Roe category.

The author states that the VII "uses a forced-choice format which pulls apart interests and produces a personal, **intra-individual** profile for preferences. Because students' scores are relative, they allow comparisons among competing interests as well as comparisons among people. Counselors rarely have to say, 'I'm sorry, but you don't seem to be much interested in anything.' " (**Manual,** 1981, p. 1)

The eight categories used by the VII are as follows:

Service (SER) - involves attending to the personal tastes, needs, and welfare of others through guidance, domestic, personal and protective services.

Business Contact (BUS) - consists of face-to-face personal persuasion to sell commodities, services, and investments.

Organization (ORG) - is related to organizational positions such as managers, owner/supervisors, or office staff in business, industry, or government.

Technical (TEC) - is concerned with production, maintenance, and transportation of utilities and commodities.

Outdoor (OUT) - is related to agriculture, fisheries, forestry, and mining.

Science (SCI) - includes research in all natural sciences.

General Cultural (CUL) - refers to occupations related to college study in humanities and social sciences and including education, journalism, law, and linguistics.

Arts and Entertainment (ART) - relates to occupations that use special skills in creative arts, entertainment, or sports. (**Manual,** 1981, p. 1-2)

Scoring: The VII can only be scored by sending the answer sheet to the computer scoring service of WPS.

Scores for the eight categories are derived from the student's responses to the 112 forced-choice items. Each catergory is paired with one of the others twice. Therefore, each of the eight scales "consists of 28 response alternatives which are given equal weight so that raw scores range from 0 to 28 on each scale. Raw scores are converted to normalized T-scores and percentiles based on a recent norming sample of high school juniors from the Washington Pre-College Testing Program." (**Manual,** 1981, p. 2)

The author states that all items should be answered and if more than 10 items or more are not answered, the inventory can not be scored.

The results are reported on an individualized computer generated profile. These include the Profile of Scores and the College Majors Profile. These profiles are accompanied by a computer printed statement that explains the student's scores on the profile.

Norms: The VII norms are based on 25,464 high school juniors and seniors tested in spring and fall of 1979 in the State of Washington. The raw score distributions were used to calculate normalized T-scores and percentile equivalents.

The author states "Thus, the norms of the VII will be particularly appropriate for the college-bound student, but should generalize well to all high school and beginning college students who are average or above average in aptitude and grade point average." (**Manual,** 1981, p. 3)

Cost: W-167 Kit [2(W-167A); 1(W-167C)]: $19.75
W-167A WPS Test Report: VII Answer Sheet
(Price includes all processing and an individual report for each Answer Sheet):

1-5	$6.95 each
6-49	$5.45 each
50-249	$4.95 each
250-999	$3.80 each
1,000 or more	$2.95 each

W-167C Manual: $8.75

Report:

The Committee's overall rating for the VII is acceptable for use by counselors for individual and group counseling purposes. Since it is based on Roe's eight occupational areas, counselors may find this instrument somewhat unique compared to the number of instruments using Holland's classification system. The instrument may be particularly useful with pre-college junior high school students because of the longitudinal data used in the development of the instrument. This data has also contributed to the predictive ability regarding high school interest and specific college degree completed. Furthermore, the instrument does attempt to control for sex bias at the item level. Chapter 2 is also very helpful for counselors in terms of using and interpreting the VII results.

Concerns:

1. The instrument layout appears to be cluttered because the total instrument uses small type and it is crowded onto two pages. The overall layout is not attractive or appealing. The format for the "Activities" section could be difficult to handle for left-handed students.

2. There is some concern over the norms because they are based on high school juniors in Washington State. The author is encouraged to expand the norm group to include other high school students outside of Washington State.

3. Although the instrument is supposed to be self-administering, the directions seem brief and may require a counselor to clarify or expand upon the directions. In addition, the directions state "The results can be used in making decisions about your future education and career" seems quite strong. This could be toned down by stating "The results may be helpful, in conjunction with other factors. . . ."

4. The interpretation of the extreme scores on the College Majors Profile may be confusing to clients if the counselor does not take care in explaining the author's point. The author states that extreme scores may not "represent a strong leaning toward an area but rather a strong leaning away from another area." (**Manual,** 1981, p. 21).

CAREER GUIDANCE REVIEW No. 14
OCC-U-SORT (1981)

Author: Lawrence K. Jones

Publisher: Publishers Test Service
CTB/McGraw Hill
2500 Garden Road
Montery, CA 93940-5380
800/538-9547
(in California 800/682-9222)

Purpose: The first edition of Occ-U-Sort was published in 1977. The second edition was published in 1981. The author states the purposes as follows:

a. to encourage career exploration
b. to assist in the process of making decisions about future occupations
c. to stimulate thinking about future occupations
d. to stimulate thinking about motives for choosing occupations
e. to broaden career options and provide a framework for understanding the world of work

The author suggests that Occ-U-Sort may be "used by all individuals, from eighth graders to adults who are seeking assistance with career exploration or career choice." (**Professional Manual,** 1981, p.2)

Format: "The heart of the Occ-U-Sort system is a set of cards. Each card (size 1¾" x 2¾") has the name of an occupation on the front and a description of the occupation on the back. These 60 cards are sorted into three piles: Would Not Choose, Might Choose, and Uncertain. The cards in the Would-Not-Choose pile are then re-sorted into smaller piles according to the person's reasons for rejecting them. Next, the Might-Choose cards are sorted according to reasons for their being appropriate. In the next step, the Might-Choose occupations are rank-ordered according to the person's preference for them

In subsequent steps, the individual is asked to calculate an **occupational code** (which introduces the person to the six Holland per-

sonality types), to use this code to locate other possible occupations, and to consider how other factors, such as training required or sex role stereotypes, may influence his or her occupational choice. Finally, steps are suggested that will assist the person in further career exploration. Through this procedure, Occ-U-Sort assists the person in articulating career needs and values in a systematic way." (**Professional Manual,** 1981, p.2).

There are four distinct parts to the system. These are the three card-sort decks, Self-Guided Booklet, Guide to Occupations, and Professional Manual.

The author states that the cards were selected on the basis of three criteria:

(1) The level of education required
(2) The need to provide a representative sample of occupations according to vocational interest areas, and
(3) Whether an occupation had strong sex role connotations.

The three card-sort decks are based on the educational levels identified in the DOT as the General Education Development. The three decks are titled Plus 3, Plus 4, and Plus 5.

The descriptions of each is as follows:

1. Plus 3 level contains occupations with GED levels of 3, 4, 5, or 6. This set is recommended for individuals having varying occupational aspirations.
2. Plus 4 level includes occupations with GED levels of 4, 5, or 6. The cards in this deck are to be used with individuals who select occupations that require extended on-the-job training or some kind of post secondary schooling, including college.
3. The Plus 5 level contains GED level 5 or 6 occupations. These occupations usually require a college education or equivalent.

In addition, the cards were selected on the basis of Holland's types. Ten cards were identified per type.

Finally, the occupations selected for the cards were evaluated for sex-role stereotype. Any occupations having a strong sex-role stereotype were excluded. The author states that "The National Institute of Education guidelines for assessment of sex bias and sex fairness in career interest inventories were adhered to." (**Professional Manual,** 1981, p. 4).

It takes approximately one hour to complete the instrument. It is written at approximately a fourth grade reading level.

Scoring: The author suggests that the counselor be familiar with the system. To do this, the counselor should study the steps outlined in the Self-Guided Booklet, Professional Manual and Holland's book, **Making Vocational Choices: A Theory of Careers,** 1973.

When this is completed, the counselor can decide on the sorting process to be used. The counselor can direct the process or have the individual complete the Self-Guided Booklet alone. The instrument is scored by the counselor or counselee.

The use of the Self-Guided Booklet and Guide to Occupations requires seven steps. These are as follows:

1. Sorting the Cards into Three Piles.
2. Sorting the Would-Not-Choose Cards.
3. Sorting the Might-Choose Cards.
4. Rank Ordering the Might-Choose Cards.
5. Calculating a Three-Letter Occupational Code and Finding Related Occupations.
6. Considering Other Aspects of Possible Occupations.
7. Considering Follow-Up Activities.

The manual suggests a variety of possible activities and procedures that the counselor may follow to enhance the above steps.

The responses are recorded in the booklet and the three letter code is related to the Guide to Occupations list of 555 occupations.

Norms: None Available.

Cost:

Component	Unit Price*
Specimen Set	$ 7.00
Professional Manual	4.00
Self Guided Booklets (20 per unit)	12.00
Guide to Occupations (20 per unit)	12.00
Plus 3 Level Card Deck	8.00
Plus 4 Level Card Deck	8.00
Plus 5 Level Card Deck	8.00
Occ-U-Sort Poster (overview of Occ-U-Sort)	3.50

*1982-83 Publishers Test Service Catalog.

Report:

Although the card-sort procedure is relatively new to the career guidance and counseling area, support for this counseling approach to career assessment is gaining in popularity and use. Goldman (in a special issue of MEG Journal, April 1982) in an article entitled "Assessment in Counseling: A Better Way" states:

> There are other kinds of assessment that are worth far more attention than they have received and that, in the long run, may be more usuable by most counselors, contributing much more to most clients than the standardized tests. These approaches, however, are mostly qualitative rather than quantitative in nature and are readily adapted to different age groups, reading levels and settings. They also help to bridge the gap between assessment and the rest of the counseling process because their administration involves counseling, or at least has obvious implications for the person's decision making, problem solving and planning. (p.71)

Goldman suggests that the card sort method is the approach that can achieve the above.

On the other hand, the card sort method is unique to the assessment area. The evaluation of or standards for such tools are developing and improving with more research and practice.

The overall rating of the Occ-U-Sort (OUS) was acceptable based on the "state of the art" at this moment. The OUS does provide the counselor with a worthwhile tool to engage in a career counseling session that can go beyond the typical paper and pencil career instrument. Used by a skilled counselor, the OUS can be used for more than career exploration. It's use can include discussions of values, attitudes, self concept, etc.

The OUS is a novel approach to career exploration. Clients can be involved in the counseling session throughout the administration, scoring and interpretation. The OUS also is written in clear, simple language so the material can be used with a variety of clients in terms of age, education and experience.

The materials are adaptable to individual, small group or classroom situations. The OUS also has attempted to reduce sex bias and sex role stereotyping.

Concerns

1. It is recommended that the OUS be used by skilled counselors and psychologists who have knowledge and skills in the area of testing, career counseling and Holland's theory of personality.

2. The author and users should continue to do research with the OUS in the areas of validity, reliability, occupations of cards used and administration procedures. The development and use of norms with this type of instrument needs additional study.

3. Typical errors made by clients when using the Self-Guided approach should be presented. No clear statment is presented regarding the limitations of the OUS.

4. Although the author presents the two approaches (Counselor Directed or Self-Guided) in the manual, the attempt to present them under the same general administration procedures can be confusing. More specific recommendations should be made to each of the approaches. "Appendix B Lesson Plan: Introduction of Occ-U-Sort to Young Students" is an example of the specific administration instructions a counselor may use when giving the OUS to a group of clients. Similar examples and recommendations should be given for individual counseling sessions and the self-guided approach.

Additional Reviews

Dolliver, Robert H., **Measurement and Evaluation in Guidance,** 1981, 14, No. 3, 168-174.

Author and Reviewer responses to Dolliver (1981) are in **Measurement and Evaluation in Guidance,** 1982, 15, No. 2, 169-170.

Dolliver, Robert H., in **A Counselor's Guide to Vocational Guidance Instruments,** Edited by Jerome T. Kapes and Marjorie Moran Mastie, Washington, D.C.: National Vocational Guidance Association, 1982, 148-160.

Westbrook, Bert W., and Mastie, Marjorie M. "Shall We Sort the Occ-U-Sort into the Might-Choose, Would-Not-Choose, or Uncertain Pile?" (Test Reviews Section). **Measurement and Evaluation in Guidance,** 1982, 15, No. 3, 249-252. (Author response appears on pp. 253-257).

AMEG: CSCGI No. 15

PERSONAL CAREER DEVELOPMENT PROFILE (PCDP), 1982

Author: Verne A Walter

Publisher: Institute for Personality and Ability Testing, Inc.
1602 Coronado Drive
P O. Box 188
Champaign, Illinois 61820
Phone: (217) 352-4739

Purpose: The "PCD Profiles provide a unique and innovative supplement to career guidance endeavors and personal development counseling and are designed to:

- facilitate the implementation of career advancement programs designed to enhance personal and organizational effectiveness.
- help free counselors and other professionals involved in career assessment and planning from routine and time consuming elements of the counseling process.
- provide administrators, managers and personnel staff with a powerful tool for identifying hidden employee talent.
- help individuals achieve deeper insights about their behavioral strengths and career development needs."(PCDP Brochure).

Format: The 16 Personality-Factor Questionaire is the basic part of the PCDP. There are four forms of the 16 PF. Form A (1967-68 Edition R), for example, involves 187 items. For each item, the individual responds to one of three choices, such as–yes, uncertain, no; yes, in-between, no; true, uncertain, false; etc. The student responds to the items by placing his/her choice on machine scored answer sheets. Typically, the instrument can be completed in less than one hour. The instrument can be used with high school students, college students and adults.

Scoring: The answer sheet is sent to IPAT for machine scoring. The PCDP is returned as a computer generated narrative that covers eight areas. These are as follows:

1. An **Overview** section
2. A **Problem-Solving Patterns** paragraph
3. A paragraph which presents **Patterns for Coping with Stressful Conditions**
4. A paragraph about **Patterns of Interpersonal Interactions**
5. Several paragraphs which present narratives relative to one's **Patterns for Career, Occupational and Avocational Interests**
6. A section which covers **Personal Career Development Considerations**
7. A page of 50 **Occupational Comparisons**
8. Graphic presentation of test data for professional use only (Manual, 1982, p. 2)

Norms: The manual does not present any normative data. The author recommends that the test user read the following:

1. **Handbook for the Sixteen Personality Factor Questionnaire, 1970.**
2. **A Guide to the Clinical Use of the 16 PF**, 1976.
3. **Interpreting 16 PF Profile Patterns**, 1981.

The author states that the "PCD Profiles are produced from an objective analysis of a person's personality. Reports are derived from established and researched patterns and interpretative facts stored in the IPAT information bank. As new information becomes available, it is incorporated into a continually refined and improved interpretative report." (PCDP Brochure)

Cost:

Quantity	Price per PCD Profile
1	$16.00
2 - 4	14.25
5 - 24	12.00
25 - 49	10.65
50 - 99	10.20
100 -249	9.80
250+	9.45
PCD Profile Starter Kit	11.75

Report

The Committee's overall rating of the PCDP is a qualified acceptable. Based on the information presented in the Manual, the Committee recommends that the instrument be used for research purposes. Although the concept of a career instrument that focuses on personality characteristics is commendable, the author needs to provide more research to support claims. There is entirely too much emphasis on the use of the 16 PF technical data without regard to supportive psychometric data regarding the PCDP.

Concerns

1. The Manual provides little or no information about the PCDP in terms of validity, reliability, norms or the narrative reports. Test users are asked to read the 16 PF Manual for greater knowledge of the instrument. About two-thirds of the Manual provides profile illustrations.

2. The cost of the PCDP is very high when compared to other types of instruments in the career guidance area.

3. Although the narrative report is in some ways novel and easy to read, the amount of information presented and the faith one can put in the information is questionable to support the claims.

AMEG: CSCGI NO. 16

HARRINGTON-O' SHEA CAREER DECISION-MAKING SYSTEM (CDM), 1982

Authors: Thomas F. Harrington, Ph.D.
Arthur J. O'Shea, Ph.D.

Publisher: American Guidance Service
Circle Pines, MN 55014

Purpose: The **Manual** (1982) states "The **Career Decision-Making System** (CDM) was designed to be an interest inventory with a sound theoretical basis that would do more than provide valid and reliable assessment of career interests" (p. 1). The CDM utilizes the NIE Career Awareness Division statement that indicates that career decision-making involves four aspects: knowledge, values, preferences, and self-concepts. The definitions of these four areas were:

a. Knowledge - factual information about work and self.
b. Values - commitment to an object because it is good or right.
c. Preferences - interests, likings, and aspirations.
d. Self-Concepts - beliefs held about abilities one has and how successful one would be at an activity involving the abilities.

The authors further state "The comprehensive CDM system surveys not only interests, but also values, training plans, and abilities. It incorporates career information and presents a model for career-decision-making in client-oriented interpretive materials" (Manual, 1982, p. 1).

The authors recommend the use of the CDM system for any of the following:

a. Junior high school through grade 10.
b. Eleventh grade through college.
c. Adults
d. Research

CDM is theoretically based on Holland's theory of vocational development.

Format: The instrument is available as a self-scored survey (both in English and Spanish versions) and machine-scored (English only). The instrument provides six interest scores (Holland types) and five self-report areas (stated occupational preferences, school subject preferences, future educational plans, job values, self-reported abilities/talents).

The Survey Booklet (consumable) for the self-scored edition (for both English and Spanish versions) involves a twelve page booklet that covers the five areas entitled Occupations, Subjects, Future Plans, Values and Abilities and Interests. The last few pages are directions for scoring the interest section (9 steps) and a Summary Profile for the counselor.

When the client completes the Survey Booklet, the information is transferred to the Interpretive Folder for the Self-Scored Edition. The folder includes the following:

1. Summary Profile
2. Introduction to Career Decision Making
3. Career Exploration and Decision Making (Nine steps are given)
4. Career Clusters Chart
   (Involves 18 career clusters and lists typical jobs (283), related school subjects, job values and abilites)
5. Continuing Your Career Exploration

The Machine-Scored Edition Survey Booklet involves the five self-report areas and the 120 item interest inventory section. The four page booklet is identified as AGS DATA SCAN. The machine-scored edition provides the counselor with several options related to the reports. These include the choice of a Profile, Narrative and/or Group reports. The Narrative and Group reports are considered optional.

Any of the versions or editions requires approximately 25 to 45 minutes to complete.

Scoring: The Self-Scored Edition provides the client with a booklet and interpretive folder that permits the individual to self-administer, self-score, and self-interpret the instrument.

The Summary Profile includes the following seven areas--(1) Stated Occupational Preferences (2) Subject Preferences, (3) Future Plans, (4) Job Values, (5) Abilities, (6) Interest Scale Scores, and (7) Career Clusters Suggested by Your Scores for Careful Exploration.

The Interpretive Folder for the Self-Scored Edition includes the additional areas that were identified in the previous section.

The Machine-Scored Edition provides a Profile Report for the counselor and individual. The basic format is the same as the Self-Scored Edition Interpretive Folder. In addition, group summary reports are provided for the basic service.

For additional charges, a Narrative Report, which is personalized for each individual, provides a detailed explanation of the individual's responses to the Survey Booklet.

Norms: There are many norm tables located within the appendices of the Manual. These include:

1. Norm Tables for Interest Scale Scores for the Fall 1981, Standardization Sample - English Editions
2. Self-Report Summary Data for the Fall, 1981, Standardization Sample - English Editions
3. Norm Tables for Interest Scale Scores for the Spring and Summer, 1978, Standardization Samples -Spanish Edition
4. Norm Tables for Interest Scale Scores for Adults - English Editions
5. Norm Tables for Interest Scale Scores for Adult CETA Participants - English Editions

Detailed information about the standardization program is presented in Chapter 5 of the Manual.

The authors make the following statement regarding the use of the norms with the CDM—

> "For reasons given in Chapter 4, it is not recommended that interpretation of individual clients' inventory results be based on norms. Raw scores are used in the CDM to obtain the career clusters suggested to the clients for exploration. The CDM normative study, however, does afford counselors an opportunity to compare their clients with a carefully selected national sample. Such comparisons will be most easily made by counselors who use the Group Summary Report, available with the machine-scored editions" (Manual, 1982, p. 40).

Cost: CDM Evaluation Materials

ITEM	PRICE EACH
CDM Specimen Set—English	N/C
CDM Specimen Set—Spanish	N/C
Specimen set contains 1 copy each of Self-Scored Survey Booklet, Interpretive Folder, and Machine-Scored Survey Booklet.	
CDM Starter Set—English	$23.75
CDM Starter Set—Spanish	$23.75
Starter Set contains 25 Self-Scored Survey Booklets and 25 Interpretive Folders. One Starter Set per customer, please.	

CDM Self-Scored Edition

ITEM	PRICES 1-4 PKGS	5-19 PKGS	20+ PKGS
CDM Self-Scored Package—English	$23.75 ea	$21.25 ea	$20.00 ea
CDM Self-Scored Package—Spanish	23.75 ea	21.25 ea	20.00 ea
Packages include 25 Survey Booklets, 25 Interpretive Folders, Directions for Administering.	($.95 per person)	($.85 per person)	($.80 per person)

CDM Machine-Scored Editions

ITEM	PRICES 1-4 PKGS	5-19 PKGS	20+ PKGS
CDM Prepaid Profile Report	$55.00 ea	$50.00	$47.50
Includes 25 consumable Survey Booklets, directions, and prepaid scoring coupons for 25 Profile Reports.	($2.20 per person)	($2.00 per person)	($1.90 per person)
CDM Prepaid Profile Report with Group Summary Report	58.75 ea	53.75 ea	51.25 ea
Includes 25 consumable Survey Booklets, directions, and prepaid scoring coupons for 25 Profile Reports, plus Group Summary Reports.	($2.35 per person)	($2.15 per person)	($2.05 per person)

ITEM	1-9 RPTS	10-24 RPTS	25-99 RPTS	100+ RPTS
CDM Prepaid Narrative Report	$8.00 ea	$7.00 ea	$6.00 ea	$5.00 ea
Includes 1 consumable Survey Booklet, directions, prepaid scoring coupon, for 1 Narrative Report.				

MATERIALS AND SCORING SERVICES ORDERED SEPARATELY

ITEM	PRICE EACH
CDM Manual	$4.50
CDM Audiocassette	7.00
CDM Machine-Scored Survey Booklets (25)	7.50
CDM Machine-Scored Survey Booklets (1)	1.00
The following prices prevail if you are not using prepaid coupons when ordering Machine-Scored Service.	
CDM Profile Report (1)	2.00
CDM Narrative Report (1)	7.50
CDM Group Summary Report (per name)	.15

Report

The overall rating for the CDM is acceptable for the purpose of **career exploration** for individual and group counseling and as a research tool. A positive feature is the attempt by the authors to combine various areas of career development into the career decision-making process. In addition, the authors have attempted to meet Title IX guidelines for sex fairness.

All of the materials are attractive and generally, easily used by the test taker. Other positive aspects of the CDM are the computerized interpretation narrative, Spanish Edition, group summary report, counselor report, comprehensive manual and the competitve costs of the self-scored materials.

Concerns

1. Although the authors present a rationale for the use of the names of their six interest areas as opposed to Holland's six personality types, the committee is concerned that counselors and career librarians have used Holland's terms for cataloging career information. This

may cause test takers problems in various career exploration activities that require an understanding of both sets of terms.

2. The CDM Narrative Report is very appealing and it is also expensive, as are the reports of other inventories. Counselors may consider this option useful with individual clients, but not with a large group of students in a career guidance activity. The cost of narrative reports would be very high for all students in a particular grade level at a secondary school or college.

3. As with all self-administered, self-scored and self-interpretive instruments, the committee agrees with the authors who suggest counselor supervision and intervention throughout the process. To minimize scoring problems counselors should read Chapter 3 of the Manual thoroughly to be aware of the administration and scoring procedures.

Additional Reviews

1. Buros, O.K., **The Eighth Mental Measurements Yearbook**, Highland Park, N.J.: Gryphon Press, 1978 (Review by Carl G. Willis).
2. Kapes, J.T., Mastie, M.M., **A Counselor's Guide to Vocational Guidance Instruments**, Washington, D.C.: NVGA, 1982 (Review by Carl G. Willis).
3. Westbrook, B.W., Rogers, B. and Covington, J.E., **Measurement and Evaluation in Guidance**, 1980, Vol. 13, No. 3. 185-188.

AMEG: CSCGI No. 17

CAREER DEVELOPMENT INVENTORY (CDI) -School Form (1979) and College and University Form (1981)

Publisher: Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Purpose: The **User's Manual** states:

"The Career Development Inventory (CDI) has been made available for general use as a sound instrument for assessing career development and vocational or career maturity." (p. 1)

"The School Form was designed for use in grades 8 through 12 and . . . can be used to help students make educational and career plans, whether administered in formal courses or in individual counseling. It may also help students who need to make decisions for which they may not be prepared, and it may contribute to program and service evaluation." (p. 1)

"The College and University Form is recommended for assessing the readiness of entering college students to make career decisions and thus for identifying those who need arousal, decision-making training, exploratory attitudes, occupational exploration in breadth, or in-depth exploration of a perferred field. This form can be used in counseling, planning career education, and evaluating programs and services. It can be particularly useful to liberal arts majors when choosing a major field and later when considering postgraduate education." (p. 1)

Format: The CDI is composed of five individual and three composite scales: Career Planning (CP) -20 items. The student reports the types and depth of career planning in which he or she has engaged. Career Exploration (CE) - 20 items. The students rate various sources of career information (e.g., relatives, friends) and the usefulness of the information from each source. Decision-Making (DM) - 20 items. Students choose between various career decision alternatives based on sketches of people in career decision-making situations. World-of-Work-Information (WW) - 20 items. This scale "tests the career awareness and occupational knowledge that contributes to successful career planning" (p. 2) Knowledge of the Preferred Occupational Group (PO) - 40 items. Measures "the results of the in-depth exploration that should precede the choice of training or occupation." (p. 2) Students respond to these items using as reference a preferred worker group which they select from a list of 20 worker groups.

The following composite scales are also provided:

Career Development-Attitudes (CDA) - a combination of CP and CE.

Career Development-Knowledge and Skills (CDK) - a combination of DM and WW.

Career Orientation Total (COT) - a combination of CP, CE, DM, and WW.

The CDI is an untimed instrument, with a suggested completion time of 65 minutes.

Scoring: Computer scoring is provided by the test publisher. The authors recommend against handscoring, due to the differential items weightings for each worker group in the PO scale.

Norms: School Form - norms are provided for grades 9-12. College and University Form - norms are provided for freshman through senior class standing.

Costs: Speciman Set
$9.00
Test booklets (School or College)
$17.00 pkg/25*
Answer Sheets (School or College)
$22.00 pkg/10 pre-paid scoring forms.
*discounts available for bulk purchase

Review

This instrument received an **acceptable with qualifications** rating from the committee. It was felt that the CDI is best used for research and program assessment. At this point in time, the CDI is not recommended for individual counseling use in career guidance.

Concerns

1. A technical manual is often referred to in the User's **Manual** as a source of necessary information about the CDI. however, the technical manual is not yet commercially available through the publisher. (Note: The committee did receive a pre-publication edition of the technical manual for use with this review. It is our understanding that the technical manual will be available shortly.)

2. The techincal manual, in the version reviewed, was difficult to read and understand.

3. Norm groups for both the School Form and College and University Form were labelled by the authors as "not a representative national sample." This makes interpretation of scores most difficult.

4. There is a lack of empirical validity studies. Validity data presented are mainly construct and content validity studies.

5. Interpretive materials for reporting results are spartan. The individual score reports for students provide only standard scores, percentile scores, and brief scale descriptions. It is not clear from the **User's Manual** whether this report is to be given to the student.

6. Reliability estimates for the DM and PO scales are listed as low, but acceptable by the authors. Caution should be used when interpreting these scales.

Additional Reviews

Hilton, T.L. (1982). In Kapes, J. T. and Mastie, M. M. (Eds.), **A counselor's guide to vocational guidance instruments** (pp. 118-121). Washington, D.C. National Vocational Guidance Association.

WORK-SEEKING AND WORK-GETTING SKILLS SURVEY

(Instructional Needs Assessment Edition (INAE), Form A, and Form B)

Author: Donald S. Tackley

Publisher: D.S. Transition Associates
208 Greenwood Road
Endicott, NY 13760

Purpose: The author states that the purpose of the survey is to find out what students know about the process of getting a job. The instrument may be used for instruction or remediation with small groups or classes. The instrument may be used in conjunction with the Project Transition instructional program or with other instructional programs related to work-seeking or work-getting skills.

Format: There are six parts to the Instructional Needs Assessment Edition. These include the following topic areas: (1) Luck vs. Planning in Job Hunting -- 18 items, (2) Sources of Job Openings -- 8 items, (3) Job Application Forms -- 24 items, (4) Resumes, Cover Letters, Letters of Application -- 8 items, (5) Job Interviews -- 24 items, and (6) The Future: Work Habits/Attitudes and Continuing Education -- 24 items. There are a total of 106 items for the Instructional Needs Assessment Edition. Forms A and B are shortened versions of INAE.

The first 75 items in Section I are marked True, False or Don't Know. Section II is multiple choice (items 76 through 92). Section III is titled "Characteristics That Hurt and Help Get a Job." The student responds to items 92 through 100 by indicating Definitely Hurt, Might Hurt or Might Help. In Job Application Forms, Section 4, the last six items are

presented. The student responds to the items by indicating Will Be Asked, Will Not Be Asked or Don't Know.

Forms A and B are equivalent forms which contain 53 items distributed among the six topic areas described under the INAE.

Scoring: "The survey is computer scored against a preferred answer key based on the input of 170 employers in New York and Pennsylvania." A National Computer Systems General Purpose Answer Sheet is used.

"Two reports are produced: 1) survey results by individual person, and 2) an item analysis of the group's response to each survey item." The author states that "The item analysis report indicates the percent of persons whose answer differs from the preferred answer of 170 employers. Instruction/remediation can then be planned around those survey items where the greatest differences occur." The individual report provides the student with the percent of responses that he/she made which agree with the 170 employers. There is a total score percentage and a percentage score for each of the previously mentioned subtest areas (a description is provided for each area).

"Forms A and/or B may be administered using an Apple II microcomputer. The persons taking the survey receive a printout of results. One diskette will provide for the needs of approximately sixty persons. The diskette features an Instructor's Management System whereby an instructor may secure the following information: results for an individual person and/or each person in a group, a group analysis (class average, standard deviation, and median score), and an item analysis giving the percentage of persons who correctly/incorrectly answered each survey item. Instruction/remediation can then be planned based on the item analysis. The diskette is accompanied by a User's Manual."

Norms: No normative data are presented for the instrument.

ORDER #	ITEM	COST
8384-1	Work-Seeking/Getting/ Retention Skills Survey 25 per package	$19.00
8384-2	Scoring Certificates: $25.00 per batch of answer sheets submitted and 20¢ per answer sheet in the batch. Maximum batch is 500. Answer Sheets per package of 25	$25.00 + $1.50
8384-3	Self-Scoring Answer Sheets 25 per package	$8.00
8384-4	Employers' Preferred Answer Key License/Contract	$10.00
8384-5	Form A: Work-Seeking/ Getting/Retention Skills Survey 25 per package	$12.50
8384-6	Form B: Work-Seeking/Getting/Retention Skills Survey 25 per package	$12.50
8384-7	Apple II Diskette: Forms A and B & User's Manual	$45.00
8384-8	Customized Survey Instrument. Information upon request.	
8384-9	Specimen Set: Work-Seeking/Getting/Retention Skills Survey	$7.00
8384-10	Operation Feedback: Employers' Preferred Answers	$7.00
8384-11	Curriculum Resource Guide: Communication Skills for Work-Seeking/Getting/Retention Skills	$32.00
8384-12	Simulation #1: Program Development Specialist	$4.00
8384-13	Simulation #2: Stores Clerk	$4.00
8384-14	Activities of Teenagers & Occupational Titles	$9.00

Report

This instrument has the **potential** for use in individual and group counseling, screening, research and career guidance classes by counselors and teachers for assessment in the areas of work seeking/getting skills. The author has done a conscien-

tious job of developing an instrument of this type and has been highly professional in his report of technical strengths and weaknesses.

Concerns

1. Although content validity is established by the use of employers who evaluated each item, the need for criterion validity is apparent to strengthen the instrument. It is recommended that research be completed to evaluate "successful" vs. "unsuccessful" job seekers and their scores on this instrument. It is recommended that the potential user should review the instrument along with the instructional program.

2. Evidence is that on the average, pupils raise their scores by about four points (out of a possible 53 for Forms A or B) as a result of an instructional program of indeterminate length. The average student knows about 80% of the information when he/she starts and about 90% when he/she finishes. Although the author states that this is a statistically significant difference, there is a serious question as to whether the instrument discriminates very well in terms of criterion validity.

3. Face validity is poor for the short form because two of the six knowledge areas have as few as four items to determine mastery. Therefore, the differential analysis of specific areas is dubious. It appears that the total score would stand up fairly well in content validity but not the separate knowledge areas.

4. Since it is our suggestion that this instrument may be used with a variety of individuals relative to age, curriculum, ability, etc., we recommend the author provide evidence of the reading level of the instrument.

OHIO VOCATIONAL INTEREST SURVEY
OVIS II — 1981 (2nd Edition)

Author: David W. Winefordner
Publisher: The Psychological Corporation: Harcourt Brace Jovanovich, Publishers

Address: 7500 Old Oak Boulevard, Cleveland, Ohio 44130; (216) 826-2879

Purpose: The manual states that "The second edition of the **Ohio Vocational Interest Survey (OVIS II)** is designed to assist students from grade 7 through college, and adults, with their educational and vocational plans." More specifically, the OVIS II is a tool for helping students:

1. gain a greater understanding of themselves
2. develop an awareness of careers
3. explore educational and occupational alternatives
4. plan and make decisions about their future careers

Format: The OVIS II involves 253 items to which an individual responds L - Like very much, l - like, n - neutral or don't know, d - dislike or D - dislike very much. There are 23 occupational clusters identified for the interest scale; these include 11 job activity statements per cluster. The instrument can be machine-scored or hand-scored. When the machine-scored version is used, several reports may be generated from the interest inventory, the Career Planning Questionnaire, and Local Survey. The total instrument takes less than one hour to complete. The reading level is reported as grade 6.

The package of OVIS II materials may include the following:

1. Student Booklet (reusable)
2. Answer Folder (machine or hand-scoring)
3. Norms and Scale Clarity Tables (used with hand-scored versions)
4. Directions for Administering
5. Manual for Interpreting
6. Handbook for Exploring Careers (provides link between OVIS II scores and occupational literature of U.S. Department of Labor and elsewhere)
7. Career Planner* (student workbook)
8. Two filmstrips (**Your Interests** and **Interpreting OVIS II***)

*These are intended primarily for use with high school students.

The OVIS II uses two major occupational classification systems of the Department of Labor. The **Dictionary of Occupational Titles** (DOT), 1977 and the **Guide for Occupational Exploration** (GOE), 1979 are the sources used to provide a common framework so test takers can use most of the major sources of occupational information.

Scoring: The machine-scored Student Report is four pages in length. The first two pages of the report present a record of the student's results and the other two pages present information that the student will need to interpret and use the results.

The hand-scored report is completed by the student, counselor or clerical assistant. The Interest Profile Chart is one page in length and represents the same information found on page 1 of the machine-scored report.

Both OVIS II reports include the following:

1. **Interest Score** - the strength of a student's liking for the job activities that make up a scale.
2. **Weighted Response** - the numerical value, from 1 to 5, of a student's response to a job activity.
3. **Scale Clarity Index** - the consistency of a student's responses to the 11 job activities in each scale.

4. **Percentile Ranks** - how a student's interests compare with the interests of similar students in the national standardization or local reference group.

Group reports are available as an optional service for those who select the machine-scored method. A summary report is available of the Career Planning Questionnaire and the Local Survey. These group reports can be of value to the counseling program and they can be used "to determine school-wide needs for curriculum development in academic, general, and vocational areas; to collect general demographic data; and to obtain data at selected points in time to analyze change."

Norms: "During the spring of 1980, the research edition of OVIS II was administered to approximately 16,000 students in grades 7 through 12. The following fall, the same research edition was given to an additional 2,800 students in first or second year of college. A total of 25 school systems and 17 two- or four-year colleges took part in this standardization program."

The norms are presented in terms of each sex for grades 7-9, grades 10-12, and a combination of first- and second-year college students from two- and four-year colleges.

Although a strong case for separate sex norms for the OVIS II is made, the manual states that "it is possible to have combined sex norms printed on the Student Reports. It is also possible to have the normative scores omitted from the reports, either by asking students to designate their grade as 'other' in the Identification Block of the answer folder or by making the request in the Special Instructions section of the Order for Scoring Service when submitting the documents for scoring."

Materials Prices:

Examination Kit	$6.00
Test Booklets, package of 35 (Directions for Administering)	$28.00
Hand-scorable Answer Documents, package of 35 (no keys are required)	$25.00
MRC machine-scorable Answer Documents, package of 35 (MRC accessory documents, Order for Scoring Service)	$14.00
NCS machine-scorable Answer Documents, package of 35 (for local scoring with scoring specifications) not scored by **The Psychological Corporation**	$13.00

Accessories:

Norms and Scale Clarity Tables, package of 10	$5.00
Career Planner, package of 35 (Directions)	$15.00
Handbook for Exploring Careers	$6.50
Manual for Interpreting	$12.00
Filmstrip Kits (Guide, Cassette, Filmstrip)	
Your Interests	$38.00
Interpreting OVIS II	$38.00
Combined	$76.00

Additional Copies Of Packaged Materials:

Directions for Administering	$2.00

Scoring And Reporting Prices

Note: Prices are per pupil. Minimum charge per shipment—$20.00. Transportation additional.

Basic Service (2 copies of Student Report) MRC Answer Documents	$1.90
OPTIONAL SERVICES	
Group Guidance Report (Measured Interest, Expressed Interest, or Vocational Program Choice) Per Report	$ .25
Career Planning Questionnaire Summary Report	$ .22
Local Survey Summary Report	$ .25
Local Norms	$ .15
Record Label	$ .22
Extra Student Report	$ .50
Magnetic Tape (Basic Reel Charge per reel $30.00, NOT refundable)	
Plus additional charge per pupil	$ .15

REPORT

The OVIS II is rated as an acceptable career guidance instrument for use in individual and group counseling, as well as research and career education activities. The second edition of this instrument demonstrates the author's and publisher's attempt to update and revise the instrument for the better. Basically, the instrument is technically sound and all of the materials that may be used with the instrument are attractive, understandable and useful. The total package of OVIS II materials could provide a comprehensive career guidance unit.

COMMENTS

1. If the hand-scored version of the OVIS II is used and the students score the instrument themselves, the counselor should take care to monitor the process closely. There is a possibility for errors by the students (particularly junior high level) when hand-scoring because it does require a number of steps which must be followed precisely.

2. Although a reading level of Grade 6 is reported for the instrument, the **Handbook for Exploring Careers** looks to be above this level.

3. For those agencies or institutions that use the Holland occupational classification system, the OVIS II approach of using the 23 clusters could be confusing to students.

4. Validity data is reported as construct and content. Additional studies should be conducted to examine predictive validity.

5. More evidence should be presented that supports the concept that the 11 items of each scale represent particular clusters.

ADDITIONAL REVIEW

Harmon, Lenore. (1985). **Measurement and Evaluation in Counseling and Development,** 17, 224-226.

DIFFERENTIAL APTITUDE TESTS (DAT), 1981

Form V and W and Career Planning Program (2nd edition), 1982

Authors: George K. Bennett, Harold Seashore, and Alexander G. Wesman

Publisher: The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
7500 Old Oak Boulevard
Cleveland, OH 44130
(216) 826-2879

Purpose: The DAT provides "an integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools." The use of the Career Planning Program with the DAT "either confirms the appropriateness of the student's occupational choices in the light of his or her abilities and expressed interests, or suggests alternative occupational areas to explore if the choices are inappropriate."

Format: The DAT involves the use of eight tests of ability. These include the following:

1. Verbal Reasoning (VR) - 50 items
2. Numerical Ability (NA) - 40 items
3. Abstract Reasoning (AR) - 45 items
4. Clerical Speed and Accuracy (CSA) - 200 items (100 practice and 100 scored)
5. Mechanical Reasoning (MR) - 70 items
6. Space Relations (SR) - 60 items
7. Spelling (S) - 90 items
8. Language Usage (LU) - 50 items

The test booklet is reuseable.

It is recommended that the entire battery be offered in a "relatively short period of time, preferably within a period of one or two weeks." The total test takes about four hours to administer. The manual suggests three possible alternatives (two-session, four-session and six-session). When using the Career Planning Questionnaire with the DAT, an additional 30 minutes will be needed.

"The DAT Career Planning Program consists, in addition to the DAT (Form V or W), of the Career Planning Questionnaire, and of the Career Planning Report. The questionnaire involves 9 items which range from demographic information to 18 groups of subjects or activities to 70 groups of jobs and occupations."

The following materials are available with the DAT/Career Planning Program.

Administrators Handbook
Counselor's Manual
Differential Aptitude Tests
Directions for Administration and Scoring
Technical Supplement
Orientation Booklet
Counseling from Profiles: Second Edition

Scoring: The DAT may be hand-scored or machine-scored using either MRC or NCS. "If administering the DAT, Form V or W, in connection with the DAT Career Planning Program, a special MRC answer folder, which is **not** hand scorable, must be used.

"Scores on the *Differential Aptitude Tests* may be reported to students on a variety of different forms, each with somewhat different purposes. A press-on label provides basic score information for each student — the student's identification, together with raw scores and percentiles for each test and for the test combination, *Verbal Reasoning* and *Numerical Ability*. Two types of single-page individual report forms are available; both include profile chart for graphical presentation of all DAT scores and, on the reverse side, a description of each test and what it measures. One form is designed for plotting by hand, the other for preparation by a computerized scoring service.

"A six-page individual report form, *Your Aptitudes*, includes not only the profile chart for hand plotting, but also expanded statements about each of the tests and a concise explanantion of aptitude testing in general. (The press-on label may be used on this form and on the single-page report form designed for plotting by hand as well.)

"When the DAT are administered in conjunction with the DAT Career Planning Questionnaire, each student's profile of DAT scores is included as part of a computer-printed

individual counseling report. This DAT Career Planning Report also contains a personal evaluation of the student's vocational objectives in the light of his or her interests, educational plans, and abilities as measured by the DAT."

Other services are available upon request - School and System Data Summaries, Local Norms, Computer Tape and Career Planning Summaries.

Norms: A representative sample of school districts nation-wide was used (64 school districts in 32 states). Groups of male and female students in Grades 8 through 12 were identified. The *Administrators Handbook* states that "Approximately half of each group was to be administered Form V and the remaining half Form W. To accomplish this goal, a two-stage procedure was followed. First, a representative sample of U.S. school districts was selected. Second, within each of the sample districts, groups of students were chosen who were considered representative of the district's student population at each of the five grades involved in the standardized testing.

The Handbook also indicates that "In addition to the demographic variables of income and education, the ethnic representation of the DAT standardization sample was considered."

Cost:

Examination Kit	$10.00
DAT Career Planning Service Information Packet	$7.00
Test Booklets, package of 35 (Directions for Administration and Scoring)	
Form V	$70.00
Form W	$70.00
MRC machine-scorable Answer Documents (1 MRC Sheet NC for each Answer Document, MRC accessory documents, Order for Scoring Service; DAT with CPQ includes 1 DAT Career Planning Glossary with each Answer Document.)	
DAT Career Planning Questionnaire Package of 100	$67.50
DAT only Package of 100	$52.50
NCS machine-scorable Answer Documents (1 NCS Sheet NC for each Answer Document) not scored by The Psychological Corporation Package of 100	$67.50
Keys for hand scoring MRC Answer Documents (DAT only)	
Form V	$8.00
Form W	$8.00
Administrator's Handbook (DAT only - includes norms)	$7.00
Counselor's Manual (DAT Career Planning Program only)	$7.00
One-Page Report Form with Profile, Package of 100	$9.00
Six-Page Form, "Your Aptitudes," Package of 100	$22.00
Orientation Booklet, package of 35	$17.50
Technical Supplement	$12.50
Directions for Administering and Scoring (for administering DAT with or without Career Planning Questionnaire) 8071-045	$3.00

Scoring and Reporting Prices

Note: Prices are per pupil except where noted. Minimum charge per shipment — $20.00. Transportation additional.

Basic Service List Report	$ 1.15
Basic Service Record Label	$ 1.10
Basic Service Individual Report	$ 1.45
Basic Service Career Planning Report	$ 1.98
OPTIONAL SERVICES	
List Report	
First Copy	$ .21
Additional copies	.07
Record Label	
First copy	$ .22
Additional copies	.13

Individual Record	
First copy	$ .31
Additional copies	.20
Extra Career Planning Report	
First copy	$ .50
Additional copies	.31
Career Choice Report (Available by special request, contact Customer and Data Services (216) 826-2879.) Shows list of students, alpha by grade in school and names under each career choice category.	$ .30
School and System Summaries (including Frequency Distribution)	
First copy	$ .22
Additional copies*	19.00
Career Planning Report Summaries	
First copy	$ .22
Additional copies*	19.00
Local Norms	
(with Conversion Tables)	$ .15
Computer Tape (Basic Reel Charge per reel $30.00, NOT refundable)	
Plus additional charge per pupil	$ .15

*These prices are per order, not per pupil. For example, one additional copy of the School and System Summaries for all grades in all schools and the system will cost $19.00 total.

Report

On every traditional criterion of psychometric responsibility, the DAT continues to be pre-eminent in its field and this latest revision and re-norming represent appropriate, necessary and sensitive efforts on the part of the publishers. There are many things the DAT is not, but it also does not pretend to be these things and clearly so states in its manuals. What is does, it does well and with professional responsibility. This edition is more timely and slightly more attractive and useable than the widely used earlier forms and is highly recommended for use as a guidance instrument for individual and group counseling.

Comments

1. Users should realize that the DAT is not a factor-pure multifactor test battery. However, the DAT is a useful and functional career guidance tool.
2. The gray shading for the spatial relations items varies in lightness to darkness. The shading of items should be more consistent.
3. As the DAT is revised in the future, it is recommended that norms be established for handicapped students and vocational students. Adding these two groups could improve this fine instrument even further.
4. The change from a single administrator's manual to three separate booklets (*Administrator's Handbook*, *Directions for Administation and Scoring*, and *Technical Supplement*) is a positive improvement for users.
5. The *Counselor's Manual* by Donald E. Super is a useful tool to accompany the DAT Career Planning Program. It is a clear and concise manual that a counselor will find valuable as he/she uses and interprets the DAT.